

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Spaldwick Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£14520	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	127	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	Jul 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National average for all pupils</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	0%	64.3%
<b>% achieving expected standard or above in reading</b>	0%	75.2%
<b>% achieving expected standard or above in writing</b>	0%	78.2%
<b>% achieving expected standard or above in maths</b>	0%	75.5%
<b>Reading Progress Score</b>	-1.8	
<b>Writing Progress Score</b>	-2.8	
<b>Maths Progress Score</b>	-6.2	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	In Reception PP children's progress was not comparable to non PP
<b>B.</b>	Children do not use pure sounds and as a result do not meet the required standard at the Phonics check
<b>C.</b>	In KS1 and KS2 attainment for PP children was below the National benchmark for all children.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for PP children is below non PP children (97%) For some children eligible for PP, lack of experiences are barriers to learning.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	The majority of children, including PP children will make rapid progress and will achieve ARE by the end of Year 1.
<b>B.</b>	High quality phonics teaching will ensure PP children pass the phonics screening check.	66% of Year 1 & 66% of Year 2 PP children pass the Phonics screening check
<b>B2.</b>	Higher rates of progress and attainment across KS1 in writing for children eligible for PP.	End of KS1 data to demonstrate that the majority of children in KS1 who are eligible for PP make rapid progress and have attainment in line with national non PP children.
<b>C.</b>	Higher rates of progress and attainment across KS2 in writing and maths for children eligible for PP.	End of KS2 data to demonstrate that the majority of children in KS2 who are eligible for PP make rapid progress and have attainment in line with national all children.
<b>D.</b>	PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	High quality TA support ensures children's voice is heard and interventions are targeted to the individual needs of PP children.

## 5. Planned expenditure

Academic Year

2018/2019

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?
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	Additional TA (P/T) to support the identified children	Evidence sourced from Sutton Trust fully supports schools drawing up a percentage of the cost of whole school intervention from PP funding.	Ensure that staff are well trained and supported to carry out the programme including fortnightly masterclasses. Phonics lead to ensure that gaps in attainment and progress are diminished by devising catch up intervention plans.  Writing and Kinetic Letters lead teachers to ensure the effective implementation of the programme and support where necessary.	Phonics lead	Ongoing.
	Implement and embed the phonic strategy (RWI)	Evidence has shown that using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children.		Phonics lead	Termly, following assessments.
	Ensure that themed curriculum provision, visits and visitors promote all areas of learning, especially being imaginative.	Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. The children's stamina for writing and quality of written work improves when the approach is fully embedded.		English lead	Termly, ongoing
High quality phonics teaching will ensure all children including PP pass the phonics screening check.	RWI phonics is introduced and embedded across EYFS and KS1	Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children.	Ensure that staff are well trained and supported to carry out the programme including fortnightly masterclasses. Phonics lead to ensure that gaps in attainment and progress are diminished by devising catch up intervention plans.	Phonics Lead Class Teachers	Termly, following assessments.
Higher rates of progress and attainment across KS1 in writing.	RWI phonics.	Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children.	Ensure that staff are well trained and supported to carry out the programme including fortnightly masterclasses. Phonics lead to ensure that gaps in attainment and progress are diminished by devising catch up intervention plans.	Phonics lead Class Teachers	Termly, following assessments.
	Kinetic Letters approach to handwriting.	Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. The children's stamina for	Writing and KL lead to ensure the effective implementation of the programme and support where necessary.	English lead Head and Ass Head Class	

	Focus on high quality first teaching (especially for children identified as PP) during blinks	writing and quality of written work improves when the approach is fully embedded.	Termly internal moderation of children's work with SLT and teachers. Blinks and book looks ensure that books are scrutinised effectively and PPMs identify gaps in attainment amongst groups of children including PP and a subsequent cohort action plan is agreed.	Teachers Head and Ass Head	Termly, ongoing
Higher rates of progress and attainment across KS2 in writing and maths for all children including PP.	LA Maths and English for Writing specialist commissioned.	Maths and English specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations.	Planning sessions with Maths and English LA advisers throughout academic year 2018/19 will ensure compliance with the mastery approach in maths and a phased approach to writing as well as ensuring quality first teaching, enabling progress to be planned for.	Head and Ass Head Class Teachers	Termly, ongoing.
	Kinetic Letters approach to handwriting.	Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. Where this is apparent in school to date (Reception/ Y1), the children's stamina for writing and quality of written work is improved.	Writing and KL lead to ensure the effective implementation of the programme and support where necessary.	English lead	Termly, ongoing
	Focus on high quality first teaching (especially for children identified as PP) during enquiry weeks	Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed.	HAPP cluster and internal moderation of children's work with SLT and teachers. Blinks and book looks ensure that books are scrutinised effectively and PPMs identify gaps in attainment amongst groups of children including PP and a subsequent cohort action plan is agreed.	Head and Ass Head Class Teachers	Termly, ongoing
	Same day interventions in Maths.	Evidence from the Education Endowment Fund states that, same day interventions are most effective when a pupil is identified as struggling teachers quickly identify the specific reason(s) why. Teachers use this information to intervene and address the aspect of maths that the pupils is struggling with.	Maths lead and class teacher will monitor the impact of same day interventions. Blinks and book looks ensure that books are scrutinised effectively and PPMs identify gaps in attainment amongst groups of children including PP and a subsequent cohort action plan is agreed.	Math Lead Class Teachers Head Ass Head	Termly, ongoing

PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	Targeted TA support to identify and intervene to support additional needs.	A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP.	Class teachers and Teaching Assistants to liaise with families to ensure that children eligible for PP participate in school trips and extracurricular activities without the cost being a barrier.  Following pupil progress meetings specialist TAs to work with identified PP children on areas of pastoral support.	Class Teachers and specialist TAs  PP lead	Ongoing  Ongoing
<b>Total budgeted cost</b>					£5736
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	Additional members of staff (1 TA) for 1 day to support identified children eligible for PP.  1:1 RWI catch up programme targets children for accelerated progress.  Small group intervention running sensory circuits three times weekly.	Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency.  Sutton Trust EEF Toolkit suggests that early years intervention has very high impact.  Evidence has shown that introducing sensory circuits increases focus and attention and an improves the ability to settle down to work.	PP Lead to monitor the impact of targeted work. Discussions as part of pupil progress meetings. Some children may need an APDR and if so this will be reviewed termly.  SENCo will monitor PP children to ensure the targeted support impacts on the learning in class.	PP Lead  SENCo	Pupil progress meetings termly.  APDR reviews October, February, May.  Ongoing
High quality phonics teaching will ensure PP children pass the phonics screening check.	1:1 RWI catch up programme targets children for accelerated progress.	Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency.	Phonics lead to closely monitor termly assessments and plan targeted 1:1 interventions for those children at risk of not passing the phonics screening check.	Phonics Lead	Following termly assessments
Higher rates of progress and attainment across KS1 in writing.	1:1 and small group intervention provided by 1 TA allocated specifically to improve the outcomes for children who are eligible for PP.  1:1 RWI targeted support	Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.  Some children need targeted support to	Senior leadership team to liaise with h Class teachers to ensure the effectiveness of the actions at pupil progress meetings.  Phonics lead will monitor PP children to	Head Ass Head  Phonics lead	Termly  Weekly

	<p>to ensure that gaps in attainment are diminished.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>20 day challenge identifies the small steps PP children need to achieve to make accelerated progress.</p>	<p>catch up.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets.</p>	<p>ensure fluid groups enables them to make rapid and sustained progress,</p> <p>SENCo will attend SLT meetings following each data drop to ensure a rapid response to children's specific learning needs and commissioned support is identified and actioned.</p> <p>Class teachers will identify PP children at risk of not meeting their individual targets and plan targeted support.</p>	<p>SENCo Class teachers</p> <p>Class teachers and teaching assistants</p>	<p>Termly</p> <p>Ongoing</p>
<p>Higher rates of progress and attainment across KS2 in writing and maths for children eligible for PP.</p>	<p>1:1 and small group intervention provided by a TA allocated specifically to improving the outcomes for children who are eligible for PP.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>Booster classes in upper KS2 to support identified children to meet their potential.</p> <p>20 day challenge identifies the small steps PP children need to achieve to make accelerated progress.</p>	<p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>To build confidence in preparation for KS tests</p> <p>Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets.</p>	<p>Senior leadership team to liaise with Class teachers to ensure the effectiveness of the actions at pupil progress meetings.</p> <p>SENCo will attend SLT meetings following each data drop to ensure a rapid response to children's specific learning needs and commissioned support is identified and actioned.</p> <p>Class teachers will identify children (including PP) to attend booster classes</p> <p>Class teachers will identify PP children at risk of not meeting their individual targets and plan targeted support.</p>	<p>Head Ass Head</p> <p>SENCo Class teachers</p> <p>Phase lead Class teachers</p> <p>Class teachers and Teaching Assistants</p>	<p>Termly</p> <p>4 times a year</p> <p>Term 5</p> <p>Ongoing</p>
<p>PP children and their families will have support to ensure that external barriers to learning are diminished</p>	<p>TA trained to deliver drawing and talking therapy.</p> <p>1:1 and small group</p>	<p>Children's social and emotional needs will be met.</p>	<p>CPD for TA.</p>	<p>Head Ass Head PP Lead</p>	<p>Ongoing</p>

by ensuring that the child's voice is paramount.	<p>support for children's pastoral needs from specialist TA</p> <p>Lunchtime club to support PP children who find the playground challenging.</p> <p>Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 50% reduction is also offered on trips.</p>	As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost.			
<b>Total budgeted cost</b>					£8784
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	<p>Additional TA (P/T) to support the identified children</p> <p>Implement and embed the phonic strategy (RWI)</p> <p>Ensure that themed curriculum provision, visits and visitors promote all areas of learning, especially being imaginative.</p>	<p>RWI embedded across EYFS and KS1. 95% of children across these year groups passed the phonics screening, with 100% of PP passing the check.</p> <p>EYFS and KS1 have worked alongside LA and considerable improvements have been made to the EYFS and KS1 learning areas. LA advisor provided next steps throughout the year.</p>	<p>The programme has been successful and will continue next year in 2019-2020. Next steps will be to develop the pace at which the programme is delivered to ensure children are ready to start RWI spellings in Year 2.</p> <p>EYFS and KS1 continue to work alongside LA advisor to develop the themed provisions, with particular focus on the wider curriculum.</p>	£2475.97	
High quality phonics teaching will ensure all children including PP	RWI phonics is introduced and embedded across EYFS	83% of PP children sitting the phonics screening past. RWI has been a successful program to accelerate progress for all children,	This accelerated progress needs to continue and evidence needs to be seen in reading and spelling data. This progress should also have an effect on their writing.		

pass the phonics screening check.	and KS1	in particular PP.		
Higher rates of progress and attainment across KS1 in writing.	<p>RWI phonics.</p> <p>Kinetic Letters approach to handwriting.</p> <p>Focus on high quality first teaching (especially for children identified as PP) during blinks</p>	<p>83% of PP children sitting the phonics screening past.</p> <p>Daily Kinetic Letters lessons have taught pencil grip and letter formation. This has impacted positively on the presentation with books.</p> <p>Regular book looks and blinks demonstrated areas of strengths and weaknesses. Regular feedback and next steps were given and followed up. During blinks PP children were observed.</p>	<p>These skills now need to be transferred into their spellings. RWI spellings has been introduced Sept 2019.</p> <p>Pencil grip needs to be maintained and good quality letter formation needs to be evident across the curriculum.</p> <p>Drop-ins by SLT to identify where 20 day challenges are being addressed and identifying evidence of completed targets.</p>	£284.42
Higher rates of progress and attainment across KS2 in writing and maths for all children including PP.	<p>LA Maths and English for Writing specialist commissioned.</p> <p>Kinetic Letters approach to handwriting.</p> <p>Focus on high quality first teaching (especially for children identified as PP) during enquiry weeks</p>	<p>A phased approach has been implemented in English lessons and an emphasis on good quality texts to teach children skills. The White Rose scheme of work has been adopted in Maths, providing teachers with a structure when planning a mastery curriculum.</p> <p>Daily lessons have taught correct writing positions and pencil grip. There is evidence of Kinetic Letters being used in English books.</p> <p>Separate book scrutinys have been carried out to focus on PP books; learning content, presentation and expectation have been the focus of these meetings. Feedback has been given and there is evidence of improvements in books. Towards the end of the year, books showed the same expectations across all books. Blinks and book looks provided weekly feedback and next steps for adults in the classroom. Marking was addressed to provide next steps for children's learning.</p> <p>Weekly planning is annotated daily and shared</p>	<p>More focus needs to be given to the basics in writing to ensure all children are secure in their understanding. Breaking the Maths objectives into small steps has been helpful in developing the children's understanding and same day interventions has allowed for children's misunderstandings to be picked up.</p> <p>A consistent approach to Kinetic Letters needs to be evident with children being taught joining and encouraged to use this across the wider curriculum.</p> <p>Regular check-ins by SLT to monitor progress in books. Expectations need to be high across the curriculum for all children. Blinks to include monitoring of 20 day challenges.</p>	

	Same day interventions in Maths.	with adults in the classroom. All adults contribute to these notes and children receive appropriate	Consider who the adults are providing this intervention and when it takes place.	
PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	Targeted TA support to identify and intervene to support additional needs.	Regular check-ins allowed TAs to identify the appropriate support for individual children. The opportunities provided throughout the year have allowed children to grow in confidence. This has had an impact on their contribution to class discussions and their work.	Pupil voice continues to be paramount and designated adults need to assigned to create a point of contact to check-in with children.	
Total cost:				£2760.39
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Children who did not achieve GLD in the Reception year will reach ARE by the end of the year 1.	Additional members of staff (1 TA) for 1 day to support identified children eligible for PP.	PP had a point of contact that would carry out a weekly check-in with the children.	Identify individuals for catch-up sessions which follow on from their morning phonic sessions meant that they gaps could be identified and their extra sessions were tailored to their needs. These children will continue to be monitored as they enter into RWI Spellings.	£1507.08
	1:1 RWI catch-up targets children for accelerated progress.	The pass rate for PP children passing the phonic screening check was 83%		£168.30
	Small group intervention running sensory circuits three times weekly.	Sensory circuits ran three times a week and allowed children a calmer start to the day.		£502.35
High quality phonics teaching will ensure PP children pass the phonics screening check.	1:1 RWI catch-up targets children for accelerated progress.	The phonics screening demonstrated accelerated progress as children achieved 95% across the year in the screening. PP children who did not pass the screening from the previous year were targeted to ensure they passed this year. The pass rate for PP was 83%	KS2 RWI spelling programme would be a good progression for PP children moving through KS2 to ensure phonics knowledge is applied in spellings. Continued close monitoring of PP children during small group phonic lessons. The transition into KS2 has also highlighted that a reading scheme is needed for children to move from the RWI phonic books to the KS2 library books. We will need to purchase books which are directed at the appropriate ability, but are targeted at the correct age group.	
Higher rates of progress and attainment across KS1	1:1 and small group intervention provided by 1 TA allocated	TA carried out catch-up sessions and regular check-ins with PP in KS1 on a weekly basis. TA worked across KS1 and had the	Small group interventions or 1:1 need to be focussed in order to close the gap for PP children. This will continue to be monitored through PPMs	£1507.08

<p>in writing.</p>	<p>specifically to improve the outcomes for children who are eligible for PP.</p> <p>1:1 RWI targeted support to ensure that gaps in attainment are diminished.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>20 day challenge identifies the small steps PP children need to achieve to make accelerated progress.</p>	<p>opportunity to develop a positive relationship.</p> <p>Termly assessments allowed for fluid groupings during phonics and highlighted those who needed additional input outside of the daily lessons</p> <p>1 morning a term, the SENDCo would focus on PP learning needs and any assessments or referrals which were needed.</p> <p>Raised profile of PP in class with CT/TAs. Small steps were evaluated throughout the year and new targets set. PP children were a focus during Blinks and encouraged the progression of the small steps.</p>	<p>RWI will continue to be embedded next year to ensure that children make good progress</p> <p>20 day challenge will continue and target sheets will be collected at the end of each challenge for PP lead to monitor. Book looks and blinks will observe evidence of these challenges being met.</p>	<p>£270.30</p>
<p>Higher rates of progress and attainment across KS2 in writing and maths for children eligible for PP.</p>	<p>1:1 and small group intervention provided by a TA allocated specifically to improving the outcomes for children who are eligible for PP.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>Booster classes in upper KS2 to support identified children to meet their potential.</p> <p>20 day challenge identifies the small steps</p>	<p>Focus groups have allowed CT/TA to address basic skills which are not yet secure.</p> <p>Weekly interventions were held in preparation for the next year (2019-2020) These extra sessions focused on key skills. Children targeted to prepare them for KS2 tests by booster classes.</p> <p>Raised profile of PP in class with CT/TAs.</p>	<p>Entry and Exit data to be collected half termly to review effectiveness of interventions.</p> <p>Booster groups to be identified earlier in order to prepare children for KS2 tests</p> <p>20 day challenge will continue and target sheets will be collected at the end of each challenge for PP lead to</p>	<p>£3014.16</p> <p>£20.32</p>

	PP children need to achieve to make accelerated progress.	Small steps were evaluated throughout the year and new targets set. PP children were a focus during Blinks and encourage the progression of the small steps.	monitor. Book looks and blinks will observe evidence of these challenges being met.	
PP children and their families will have support to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	TA trained to deliver drawing and talking therapy.	TA participated in course and will utilise skills in 2019-2020 academic year.	Targeted children to be identified for 2019-2020.	£270
	1:1 and small group support for children's pastoral needs from specialist TA	The group was seen as a positive place to build relationships. PP children chose when they felt they needed the small group support. PP children also made the decisions that they did not need the group on some days which demonstrated a growth in confidence, knowing the group was available if they felt they needed it.	Pastoral group to continue and provide the opportunity to attend. It has been noted that it is most effective with limited numbers and the invitations to this group have been sent to parents to inform them of this provision.	£1004.75
	Lunchtime club to support PP children who find the playground challenging.	The children fed back that they enjoy this lunchtime club and it has encouraged them to come to school. It is an incentive to improve individual attendance.	Children have requested that a lunchtime club continues to give them some structure, gardening was a particular favourite. (this was fed back during pupil voice)	£2531.59
	Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 50% reduction is also offered on trips.	Developed confidence and allowed children to experience new opportunities, for some this resulted in the participation of a performance. This growth in confidence has been seen in and out of the classroom. Parental engagement also demonstrated the success of the bursary.	This will continue into 2019-2020 and pupil and parent voice will direct the provisions offered.	£984
Total cost:				£11,759.61

**7. Additional detail**