

**Holmer Lake Primary School**

**Pupil Premium Grant action Plan 2018-2019**

**Diminishing the difference in achievement**

**‘Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement’**

**(Unseen children: access and achievement 20 years on)**

<b>Pupil Premium Grant Allocation 2018-2019</b>	
<b>Number of pupils</b>	<b>113 £149,160</b>
<b>Children in Care</b>	<b>8 £12,000</b>
<b>Armed Forces</b>	<b>4 £1200</b>
<b>Total Allocation of Pupil premium Grant</b>	<b>£162,360</b>
<b>Research Evidence from: High impact</b>	<b>EEF DISS evaluation Sutton Trust Toolkit – High impact spending The Pupil Premium OFSTED Teaching Assistants – A guide to good practice – Oxford Using the Pupil premium Effectively – John Dunford Achievement for All</b>

The priorities for PPG spending for 2018-2019 are based on the barriers to learning for pupils in receipt of the Pupil premium Grant

## Holmer Lake Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	Holmer Lake Primary School				
Academic Year	2018/19	Total PP budget	£162,360	Date of most recent PP Review	March 2018
Total number of pupils	267	Number of pupils eligible for PP	125	Date for next internal review of this strategy	September 2018

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Communication and Language at EYFS and KS1 – Speech and Language
B.	Outcomes in EYFS in personal, social and emotional development
C.	Attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics in Y1, Y3, Y4, Y5 and Y6
D.	To diminish the gap between boys and girls in Y3, Y4 and Y5
E.	Progress of underachieving pupils - enable non-SEND pupils to meet ARE by making accelerated progress and diminishing the gaps between SEND and non-SEND pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A.	Attendance of PP pupils currently 94.96% compared to 96.10% for all pupils
B.	Lack of parental engagement and commitment – linked to poor attendance and lack of support for homework.
C.	Increased demand for support for Emotional health and wellbeing – pupils and parents
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>

<b>A.</b>	The difference between disadvantaged and non-disadvantaged pupils diminishes as a result of improved speech and language and language acquisition in EYFS and across the school	<ul style="list-style-type: none"> <li>• The % of pupils working at ARE in reading, writing and maths is in line with national outcomes.</li> <li>• Pupils in care are working at ARE.</li> <li>• Disadvantaged pupils are motivated to learn and attend school at least 96% of the time.</li> <li>• Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities.</li> <li>• Disadvantaged pupils make at least sufficient progress and those where there are difference make more than sufficient progress.</li> <li>• Spoken and written vocabulary is in line with age-related expectations</li> <li>• Language acquisition is accelerated and this is evident in the % of pupils achieving GLD at the end of EYFS and ARE at the end of KS1 in reading and writing and those who exceed expectations</li> </ul>
<b>B.</b>	Outcomes in EYFS in personal, social and emotional development are no longer a barrier to pupils achieving a Good Level of Development	<ul style="list-style-type: none"> <li>• Pupils make rapid progress in PSED during their Reception year</li> <li>• Good PSED is evident in children's play, conduct within school, behaviour for learning and their ability to manage relationships in their classroom and when outside with other children</li> <li>• Self-regulation is evident in pupils</li> <li>• Pupils are able to manage their emotions</li> <li>• Pupils are resilient and resourceful. They show that they are reciprocal and are able to reflect on the choices they make</li> </ul>
<b>C.</b>	The gap in attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics in Y1, Y3, Y4, Y5 and Y6 are closed significantly	<ul style="list-style-type: none"> <li>• There is very little difference in the % outcome for PP and non-PP pupils</li> <li>• PP pupils make accelerated progress</li> <li>• PP pupils are in school for 96% of the time</li> <li>• PP pupils are well-supported in their learning at home</li> <li>• Parental engagement with school expectations is high</li> <li>• % of pupils achieving ARE is in line with national outcomes for all pupils</li> </ul>
<b>D.</b>	To diminish the gap between boys and girls in Y3, Y4 and Y5	<ul style="list-style-type: none"> <li>• There is very little difference in the % outcome for PP and non-PP pupils</li> <li>• PP pupils make accelerated progress</li> <li>• PP pupils are in school for 96% of the time</li> <li>• PP pupils are well-supported in their learning at home</li> <li>• Parental engagement with school expectations is high</li> <li>• % of pupils achieving ARE is in line with national outcomes for all pupils</li> </ul>

<b>E.</b>	SEND pupils make accelerated progress from their starting points to be in line with all pupils nationally.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make at least sufficient progress; where there are differences, they make more than sufficient progress.</li> <li>• Interventions match those recommended by SEND professionals.</li> <li>• SEND pupils make accelerated progress from their low, medium and high starting points.</li> <li>• The differences between SEND and non-SEND pupils diminish</li> <li>• Support staff are effectively deployed and are able to meet the learning needs of every child; making adjustments where necessary.</li> </ul>
<b>External Barriers</b>		
<b>A.</b>	Attendance of all pupils is at 96%	<ul style="list-style-type: none"> <li>• Attendance is at 96%</li> <li>• Percentage of Persistent Absentees diminishes</li> <li>• Barrier of school is removed so that parents are confident in bringing in their child to school</li> <li>• Difference between outcomes for PP and non-PP pupils is diminished</li> <li>• Accelerated progress is evident as a result of improved attendance</li> </ul>
<b>B.</b>	Parental engagement will increase as a result of home/school relationships	<ul style="list-style-type: none"> <li>• Parents of PP pupils attend as many events as those who are not in receipt of PP monies</li> <li>• Parents support with homework</li> <li>• Parents view school as a positive place for them and their child</li> <li>• Parents engage in learning opportunities with their child</li> </ul>
<b>C.</b>	Increased demand for support for Emotional health and wellbeing – pupils and parents	<ul style="list-style-type: none"> <li>• Clearly planned interventions to support pupils</li> <li>• Daily EHWP support for identified pupils</li> <li>• 5 ways to wellbeing evident – Connect – sense of belonging with peers and adults, Being active – Mile a Day initiative, Take Notice – Mindfulness offer for all, Keep Learning – highly motivating learning opportunities and Give – being involved in school based and local voluntary work and fundraising</li> <li>• Calm Kids – NLP approaches to ensuring good mental health</li> </ul>

Type of Support, cost and impact on pupil progress	Objective	Success Criteria	Actions	Personnel and monitoring activities	Evaluation
<p><b>Develop and secure Oral Language and reading comprehension in EYFS, KS1 and KS2</b></p> <p><b>£20,000</b></p> <p><b>+5 months</b></p> <p><b>(Barrier A)</b></p> <p><b>(Outcomes A, C D and E)</b></p>	<p>To develop and secure oral language and reading comprehension in EYFS, KS1 and KS2</p>	<ul style="list-style-type: none"> <li>• Pupils can articulate their views and understanding of the books they read</li> <li>• Pupils’ spoken vocabulary isbe extended</li> <li>• Pupils are able to articulate responses to comprehension questions</li> <li>• At least 85% of pupils are working at age related expectations</li> <li>• All staff understand their role in closing learning gaps between disadvantaged and non-disadvantaged pupils</li> <li>• More boys are working at ARE+ and achieving ELGs</li> <li>• The % of pupils working at ARE in reading and writing is in line with national outcomes.</li> <li>• Pupils in care are working at ARE.</li> <li>• Disadvantaged pupils are motivated to learn and attend school at least 96% of the time.</li> <li>• Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities.</li> </ul>	<p><b>EYFS and KS1</b></p> <ul style="list-style-type: none"> <li>• Targeted speech and language interventions across EYFS/KS1 working with the speech and language therapists</li> <li>• Adults model high quality talking, verbal expression, modelling language and reasoning.</li> <li>• Adults read aloud to children and discuss books on a daily basis, explicitly extending children’s spoken vocabulary by introducing them to new words in context, drawing attention to letters and sounds and encouraging them to answer questions and talk about the story</li> <li>• Adults offer activities that are directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’.</li> <li>• Use of Rapid Phonics to accelerate progress of pupils with speech and language needs</li> <li>• Teach Your Monsters to Read intervention to accelerate pupil fluency in reading</li> <li>• Explicitly extending pupils’ spoken vocabulary through</li> </ul>	<p><b>RG and Governors for SEND</b></p> <p><b>EYFS Lead</b></p> <p><b>Jo Birch and TAs</b></p> <p><b>Termly evaluation</b></p> <p><b>AB – English Subject leader</b></p> <p><b>All Governors</b></p>	<p><b>What is the impact of the intervention on pupil speech and language?</b></p> <p><b>What impact has this had on the outcomes in reading and writing?</b></p> <p><b>Are pupils able to use age appropriate vocabulary and technical terminology?</b></p> <p><b>Is there evidence of this?</b></p> <p><b>Is pupil comprehension improved? What impact is this having across the curriculum?</b></p> <p><b>How many pupils have closed gaps and are now on track to meet ARE?</b></p>

		<ul style="list-style-type: none"> <li>• Disadvantaged pupils make at least sufficient progress and those where there are difference make more than sufficient progress.</li> <li>• Spoken and written vocabulary is in line with age-related expectations</li> <li>• Language acquisition is accelerated and this is evident in the % of pupils achieving GLD at the end of EYFS and ARE at the end of KS1 in reading and writing and those who exceed expectations</li> <li>• Pupils access Bug Club on line</li> <li>• Pupils have a love of reading</li> <li>• Pupils choose to read for enjoyment</li> <li>• Pupils read across the curriculum</li> <li>• Clear evidence in guided reading books of developing comprehension skills</li> <li>• More boys working at ARE+</li> <li>• More SEND pupils achieving ARE+ and the ELGs</li> </ul>	<p>modelled writing and the discrete teaching of SPAG</p> <ul style="list-style-type: none"> <li>• The use of structured questioning to develop reading comprehension</li> <li>• Use of SOLO question stems to develop pupil ability to respond to questions</li> <li>• Pupil progress meetings each half-term.</li> <li>• Specific groups to target boys' oracy skills.</li> <li>• Review of the outdoor provision to highly motivate boys and encourage talk and language development.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.</li> <li>• EYFS Lead to train EYFS staff on how to read aloud to engage children, question their understanding and enjoyment of the story and develop their spoken vocabulary.</li> </ul> <p><b>KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>• All staff in KS1 and KS2 offer comprehension and reading skills with explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</li> </ul>		<p><b>Are pupils able to show a range of skills, including retrieval, inference and deduction?</b></p> <p><b>What do pupils say about reading?</b></p> <p><b>What is the impact of Rapid Phonic, Rapid Readers and Teach your Monsters to Read interventions?</b></p> <p><b>What impact do they think it has on their learning?</b></p> <p><b>Is there evidence of this?</b></p>
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			<ul style="list-style-type: none"><li>➤ targeted reading aloud and book discussion with all children;</li><li>➤ explicitly extending pupils' spoken vocabulary;</li><li>➤ the use of structured questioning to develop reading comprehension;</li><li>➤ the use of purposeful, curriculum-focused, dialogue and interaction.</li><li>• Ensure that all adults match the oral language activities to learners' current stage of development and rapidly extend this so that their learning connects with the curriculum</li><li>• All adults to explicitly teach comprehension strategies, approaches and techniques a learner can use to improve their reading fluency and comprehension of written text. Examples of such techniques include: inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</li><li>• All adults to work with the SENCo to effectively diagnose reading difficulties to identify</li></ul>		
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			possible solutions – such as decoding the words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.		
<p><b>Effective Early Years Intervention</b></p> <p><b>£12,000</b></p> <p><b>+5 months</b></p> <p><b>Based on 2 hours per week(x39) for 20 pupils</b></p> <p><b>(Barrier B)</b></p> <p><b>(Outcomes B, C and E)</b></p>	<p><b>Improve the outcomes in EYFS in personal, social and emotional development</b></p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve the ELG in PSED in line with non-disadvantaged pupils</li> <li>Pupils are well prepared for entering KS1 to manage their feelings and behaviour, make relationships and develop their self-confidence and self-awareness.</li> <li>Pupils who came in below 30-50 months secure make better than expected progress as a result of high quality interventions</li> <li>Planned provision is in place to meet the needs of all pupils</li> <li>More boys working at ARE+</li> <li>More SEND pupils achieving ARE+ and the ELGs</li> <li>Pupils make rapid progress in PSED during their Reception year</li> <li>Good PSED is evident in children’s play, conduct within school, behaviour for learning and their ability to manage relationships in their classroom</li> </ul>	<ul style="list-style-type: none"> <li>Children will be taught to recognise their feelings and learn the words to label them. Adults will model different ways to show them how to manage their feelings using: <ol style="list-style-type: none"> <li>Adult recognises the emotion.</li> <li>Adult names the emotion for the child.</li> <li>Adult provides some comfort.</li> <li>Adult offers solution.</li> </ol> </li> <li>Use a feelings’ box to help children become aware of a variety of emotions and vocabulary to explain them. To play, fill a box with some favourite and unfamiliar objects. Talk to the children about what they like/dislike about each one</li> </ul>	<p><b>EYFS Staff and governors for EYFS</b></p> <p><b>EYFS Lead</b></p> <p><b>SD and AB</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>What impact are the interventions having on closing learning gaps?</b></p> <p><b>Are pupils in receipt of interventions likely to achieve ELGs?</b></p> <p><b>What can pupils do now that they couldn’t do previously?</b></p>

		<p>and when outside with other children</p> <ul style="list-style-type: none"><li>• Self-regulation is evident in pupils</li><li>• Pupils are able to manage their emotions</li><li>• Pupils are resilient and resourceful. They show that they are reciprocal and are able to reflect on the choices they make</li></ul>	<p>and why they might be feeling like that.</p> <ul style="list-style-type: none"><li>• All adults focus on reinforcing good behaviour by acting as a role model and praising children who demonstrate wanted behaviours.</li><li>• Adults model taking turns to play activities, like throwing bean bags into a box or building a tower and knocking it down. Adults will begin with games they can confidently play to boost confidence. Once they have learnt turn taking, new skills will be added such as playing a dice game that involves counting.</li><li>• Adults to join in to encourage and extend shared play. All PPG pupils will have a clear action plan for support</li><li>• All staff to encourage independence skills as soon as children are capable.</li><li>• All staff to work with parents to agree on appropriate expectations such as taking off and hanging up their coat. Children to be given time to practice independence skills.</li><li>• All staff to support children to become more confident in themselves, allow them the freedom to make choices. Adults to provide open ended</li></ul>		
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			<p>craft materials for children to explore and let them choose the materials and what they want to do with them. Build their confidence to tackle more complex activities as they grow.</p> <ul style="list-style-type: none"> <li>• All Support Staff to evaluate the impact of the intervention</li> <li>• Half-termly review of the interventions and their impact</li> <li>• Pupil progress meetings each half-term.</li> <li>• Review of provision and interventions to target boys' underachievement.</li> <li>• Identification and targeting of SEND pupils with specific boy related tasks to engage and enthuse.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.</li> </ul>		
<p><b>Effective Interventions</b></p> <p><b>£12,000</b></p> <p><b>+5 months</b></p> <p><b>Based on 2 hours per</b></p>	<p>The gap in attainment outcomes for PP pupils when compared to non-PP pupils in reading, writing and mathematics in Y1, Y3, Y4, Y5 and Y6 are closed significantly</p>	<ul style="list-style-type: none"> <li>• Outcomes for PP pupils are improved and the gap is diminished</li> <li>• Pupil resilience, resourcefulness, reflectiveness and reciprocity is developed</li> <li>• Pupils are highly motivated and engaged in their learning</li> <li>• At least 85% of pupils are working at age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 weekly lessons to develop resilience – CPD for staff September 2018 - £5,000</li> <li>• Pupils taught specific strategies for planning, monitoring and evaluating their learning using BLP, concept maps and SOLO.</li> </ul> <p>Teach pupils self-regulation strategies using BLP and SOLO:</p>	<p><b>SD Chair and Vice-Chair of governors</b></p> <p><b>All teaching and support staff</b></p> <p><b>Termly evaluation</b></p>	<p><b>What impact do activities that require resilience, resourcefulness, reciprocity and reflectiveness have on pupil attitude toward learning?</b></p>

<p><b>week(x39) for 20 pupils</b></p> <p><b>(Barrier C)</b></p> <p><b>(Outcomes B, C D and E)</b></p>		<ul style="list-style-type: none"> <li>• The % of pupils making sufficient and better than sufficient progress is at least in line with national expectations</li> <li>• All staff understand their role in closing learning gaps between disadvantaged and non-disadvantaged pupils</li> <li>• More PP pupils working at ARE+</li> <li>• There is very little difference in the % outcome for PP and non-PP pupils</li> <li>• PP pupils are in school for 96% of the time</li> <li>• PP pupils are well-supported in their learning at home</li> <li>• Parental engagement with school expectations is high</li> </ul>	<ol style="list-style-type: none"> <li>1. cognition - the mental process involved in knowing, understanding, and learning;</li> <li>2. metacognition - often defined as 'learning to learn'; and</li> <li>3. motivation - willingness to engage our metacognitive and cognitive skills</li> </ol> <ul style="list-style-type: none"> <li>• Groupings in all classes to enable collaborative working so that learners can support each other and make their thinking explicit through discussion.</li> <li>• Metacognition to include opportunities for pupils to consciously plan, monitor and evaluate their learning.</li> <li>• Pupils to have time to reflect on their knowledge - the extent to which a learner is aware of and can articulate metacognitive strategies)</li> <li>• Pupils to have time to reflect on their skilfulness - actual capacity in managing learning or capability at putting strategies into practice).</li> <li>• Pupils to be taught specific strategies to set goals, monitor and evaluate their own academic development in learning tasks and activities, covering all aspects of thinking from basic skills such as recall,</li> </ul>	<p><b>All Governors</b></p>	<p><b>Are pupils showing good self-regulation?</b></p> <p><b>Are learners motivated and enthusiastic?</b></p> <p><b>Can learners evaluate their knowledge and skill ability?</b></p> <p><b>Are outcomes for PP pupils improving?</b></p>
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			<p>to more complex thinking such as evaluation and synthesis.</p> <ul style="list-style-type: none"> <li>• Pupils to develop self-regulation to manage their own motivation towards learning and the development of dispositions such as resilience and perseverance.</li> <li>• Engage learners with memorable experience and highly motivating contexts for learning; particularly in writing and mathematics – WW1 writing anthology and Finance week in mathematics</li> </ul>		
<p><b>Improve outcomes for boys</b></p> <p><b>£12,000</b></p> <p><b>+8 months</b></p> <p><b>(Barrier D)</b></p> <p><b>(Outcomes A, B, C and D)</b></p>	<p><b>To diminish the gap between boys and girls in Y3, Y4 and Y5</b></p>	<ul style="list-style-type: none"> <li>• There is a consistent approach to giving feedback, following the school policy</li> <li>• Misconceptions are addressed immediately</li> <li>• Pupils learning is progressed by the setting of next steps</li> <li>• At least 85% of boys are working at age related expectations</li> <li>• The % of boys making sufficient and better than sufficient progress is at least in line with national expectations</li> <li>• All boys of all ability are able to effectively complete peer and self-assessment.</li> <li>• At KS2 boys are able to orally and in writing; evaluate their own success and that of others.</li> <li>• Pupils in Y5 and Y6 are able to write their own success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers and TAs give oral or written feedback to pupils to improve pupil learning. Feedback must redirect or refocus either the adult's or the learner's actions to achieve a goal.</li> <li>• Feedback is evident in books and this is responded to consistently by all pupils</li> <li>• All feedback should be specific, accurate and clear; compare what a learner is doing right now with what they have done wrong before; encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong.</li> </ul>	<p><b>RG and governor for SEND</b></p> <p><b>SD and Governors for Maths and English</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>What is the impact of feedback on pupil achievement and in particular boys?</b></p> <p><b>What does monitoring tell us about the impact of feedback on pupil outcomes?</b></p> <p><b>What do pupils say about feedback? What impact do they</b></p>

		<ul style="list-style-type: none"> <li>• More boys working at ARE+</li> </ul>	<ul style="list-style-type: none"> <li>• All staff check pupil responses for misconceptions and accuracy</li> <li>• Regular evidence of peer and self-assessment</li> <li>• Pupil progress meetings each half-term.</li> <li>• Weekly opportunities for Y5 and Y6 pupils to write their own success criteria.</li> <li>• Boys coached to focus on success and identify next steps.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.</li> <li>• 1-1 tuition to focus on specific needs to address misconceptions or to catch up after absence.</li> </ul>		<p><b>think it has on their learning?</b></p> <p><b>Is there evidence of this?</b></p> <p><b>Is the gap diminishing between girls and boys?</b></p> <p><b>How effective is 1-1 tuition?</b></p>
<p><b>Memorable experiences</b></p> <p><b>£10,000</b></p> <p><b>(Barrier C and D)</b></p> <p><b>(Outcomes A, B, C, D and E)</b></p>	<p><b>To engage all pupils, particularly boys with half-termly memorable learning experiences</b></p>	<ul style="list-style-type: none"> <li>• All pupils visit a place of worship on an annual basis</li> <li>• All pupils have access to high quality memorable experiences to engage them in their learning</li> <li>• All pupils have access to theatre workshops relating to anti-bullying, E-Safety, Child Sexual Exploitation(Y4-Y6)</li> <li>• Each half-term there is a memorable experience linked to the theme to immerse and engage</li> <li>• More boys working at ARE+</li> </ul>	<ul style="list-style-type: none"> <li>• Every child access a memorable experience each half-term</li> <li>• Remembrance Day – November 2018, CSE theatre production – June 2019, Arthog outreach, VR experiences from Y1+</li> <li>• Anti-bullying week – November 2018</li> <li>• E-Safety Week – February/June 2019</li> <li>• Pupil progress meetings each half-term with TAs and teachers</li> <li>• Review the provision and contexts for learning to ensure</li> </ul>	<p><b>HW and governor responsible for engaging stakeholders</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>What impact does this have on enabling pupils to understand the context of their theme?</b></p> <p><b>Have pupil outcomes improved?</b></p> <p><b>How many pupils have closed gaps and are now on</b></p>

		<ul style="list-style-type: none"> <li>More SEND pupils achieving ARE+ and the ELGs</li> </ul>	<p>that these motivate and enthuse boys, particularly in writing.</p> <ul style="list-style-type: none"> <li>Subsidised Arthog outreach places for all pupils to support their learning linked to the class theme</li> </ul>		<p>track to meet ARE?</p> <p>What do pupils say about the memorable experience?</p> <p>What impact do they think it has on their learning?</p> <p>Is there evidence of this?</p> <p>What are the outcomes for boys? Is the gap diminishing?</p>
<p><b>Progress of SEND pupils</b></p> <p><b>£10,000</b></p> <p><b>+5 months</b></p> <p><b>(Barrier D)</b></p> <p><b>(Outcomes A, C and D)</b></p>	<p>Progress of underachieving pupils - enable non-SEND pupils to meet ARE by making accelerated progress and diminishing the gaps between SEND and non-SEND pupils</p>	<ul style="list-style-type: none"> <li>The gap between SEND and non-SEND pupils is diminishing</li> <li>Interventions result in accelerated progress</li> <li>75% of SEND pupils move to working within ARE by July 2019</li> <li>TAs are highly skilled to deliver interventions</li> <li>TAs and teachers held to account for progress at pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>RG to train all TAs in the interventions to be delivered</li> <li>Rapid Phonics, Rapid Readers and Teach your Monsters to Read are in place and monitored</li> <li>EHWB interventions are in place</li> <li>All pupils not making progress are seen by an external professional</li> <li>RG works with class teachers to write provision maps for pupils with the most complex needs</li> <li>High quality comprehension interventions in place for All pupils of all ability</li> </ul>	<p><b>RG and Governor for SEND</b></p> <p><b>En SL and Governor to monitor interventions for Rapid phonics, Rapid Readers</b></p> <p><b>SD and RG to monitor EHWB interventions</b></p>	<p>Is the gap closing between SEND and non-SEND pupils?</p> <p>Is differentiation clear and effective?</p> <p>How do you know?</p> <p>Are interventions effective?</p>

				<b>All Governors</b>	<p>What evidence is there to support this?</p> <p>Is progress rapid? Why/why not?</p>
<p><b>The use of Digital Technology to enhance learning opportunities</b></p> <p><b>£39,000</b></p> <p><b>Total £39,000</b></p> <p><b>+4 months</b></p> <p><b>(Barrier A, B, C, D and E)</b></p> <p><b>(Outcomes A, B, C and D)</b></p>	<p><b>To use technology to problem solve and attempt more open-ended learning; leading to the higher standard and greater depth</b></p>	<ul style="list-style-type: none"> <li>• Pupils are able to complete open ended tasks by selecting the skills and knowledge they have</li> <li>• Digital technology has an impact on pupil learning</li> <li>• At least 85% of pupils are working at age related expectations</li> <li>• The % of pupils making sufficient and better than sufficient progress is at least in line with national expectations</li> <li>• Digital Technology is planned for on a weekly basis and integrates as part of everyday learning</li> <li>• Pupils are able to fulfil the expectations of the computing curriculum</li> <li>• Pupils have good E-Safety knowledge, understanding and practice.</li> <li>• More boys working at ARE+</li> <li>• More SEND pupils achieving ARE+ and the ELGs</li> </ul>	<ul style="list-style-type: none"> <li>• Daily and weekly planned opportunities for teaching the computing curriculum</li> <li>• Teaching of explicit skills which are age related</li> <li>• Pupils explain their understanding of the expectations of the curriculum</li> <li>• Computing across the curriculum is evident</li> <li>• E-Safety is evident in lessons and from talking to pupils.</li> <li>• Pupil progress meetings each half-term.</li> <li>• Boy specific groups to showcase their success across the curriculum.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in reading and writing.</li> <li>• Use of VR to motivate and engage boys.</li> </ul>	<p><b>JM and governor for curriculum</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p>Do pupils use technology across the curriculum?</p> <p>Are pupils working at age related expectations in computing?</p> <p>What do pupils say about computing? What impact do they think it has on their learning?</p> <p>Is there evidence of this?</p> <p>Are they able to explain and demonstrate how to use a computing program?</p>

					<p>What impact is the use of digital learning having on reading?</p> <p>How does technology motivate boys? What is the impact on their reading?</p>
<p>Attendance of non-statutory school age pupils and those of statutory school age.</p> <p>(£4,000)</p> <p>External Barrier A</p> <p>(Outcomes A, B, C and D)</p>	<p>To secure good attendance from Year R-Year 6</p>	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress</li> <li>• The % of pupils achieving GLD will be consistently at least in line with national expectations</li> <li>• The % of pupils achieving GLD in Literacy will be at least in line with national expectations</li> <li>• 85% of statutory school aged pupils are working at ARE</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews with EWO every 3 weeks</li> <li>• YR parents to receive SAL1 and SAL2 in line with statutory aged pupils</li> <li>• Attendance Concern meetings with YR pupils</li> <li>• Weekly £5 class prize for best attendance</li> <li>• Targeted attendance weeks to secure good attendance</li> <li>• Meetings with all parents of persistent absentees in September 2018</li> </ul>	<p>SD and LF</p> <p>EWO</p> <p>EYFS Lead and Governor</p> <p>All Governors</p>	<p>Is the attendance of pupils in YR as good as the rest of the school?</p> <p>How many persistent absentees are there in YR-Y6, is this decreasing?</p>
<p>Lack of parental engagement and commitment – linked to poor</p>	<p>To improve parental engagement in pupil learning</p>	<ul style="list-style-type: none"> <li>• Parents have high aspirations for their children</li> <li>• School attendance is improved</li> <li>• Attendance at school based activities is improved</li> <li>• % of pupils completing homework is increased</li> </ul>	<ul style="list-style-type: none"> <li>• Family lunches - for each class to invite parents into school once a term to have lunch with their child</li> <li>• Each class to offer at least 4 Express sessions to share the learning from the half-term.</li> </ul>	<p>SD and SLT</p> <p>Governor for Parental Engagement</p> <p>All Governors</p>	<p>What % of pupils regularly complete homework?</p> <p>What is the link between poor</p>

<p><b>attendance and lack of support for homework.</b></p> <p><b>External Barrier B</b></p> <p><b>(Outcomes A, B, C and D)</b></p> <p><b>£4,000</b></p>		<ul style="list-style-type: none"> <li>• 85% of pupils working at ARE</li> <li>• Family lunches are well-attended</li> <li>• Express events well attended</li> <li>• Whole school events well attended – WW1, STEM week and Finance Week</li> </ul>	<ul style="list-style-type: none"> <li>• Structured conversations to engage hard to reach parents – 2 per class</li> </ul>		<p><b>attendance and low % of the completion of homework?</b></p> <p><b>Are parental aspirations rising?</b></p> <p><b>What is the take up of Family Lunch and in class workshops?</b></p> <p><b>What impact is parental engagement having on pupil engagement?</b></p>
<p><b>Emotional Health and Wellbeing</b></p> <p><b>+4 months</b></p> <p><b>£6,600</b></p> <p><b>External Barrier C</b></p> <p><b>(Outcomes D)</b></p>	<p><b>For all pupils to feel secure in their learning and to have good emotional health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• All pupils are able to access the curriculum</li> <li>• Emotional health does not impact on achievement</li> <li>• At least 85% of pupils are working at age related expectations</li> <li>• The % of pupils making expected and better than expected progress is at least in line with national expectations</li> <li>• More boys working at ARE+</li> <li>• More SEND pupils achieving ARE+ and the ELGs</li> </ul>	<ul style="list-style-type: none"> <li>• Hypnotherapy linked to Neuro-linguistic programming – CPD for all staff September 2018</li> <li>• Hypnotherapy strategies used by all staff with all pupils to offer a consistent approach to support pupils in managing their feelings and their response to situations.</li> <li>• Sharing strategies with parents</li> <li>• Pupil progress meetings each half-term.</li> <li>• 1-1 support on a daily basis for every child with an identified EHWB need.</li> <li>• EHWB attendance at the Future in Mind termly CPD</li> </ul>	<p><b>RG, SD and governor responsible for SEND/EHWB</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>What impact have the sessions had on pupils' emotional wellbeing?</b></p> <p><b>What impact has this had on pupil outcomes?</b></p> <p><b>Have pupil outcomes in maths improved?</b></p> <p><b>How many pupils have closed gaps and are now on</b></p>

			<ul style="list-style-type: none"> <li>• KS2 interventions for anger, low self-esteem, worry and anxiety and sadness – The Blinks</li> <li>• Training for Support Staff on attachment theory – Summer 2019</li> </ul>		<p><b>track to meet ARE?</b></p> <p><b>What do pupils say about hypnotherapy?</b></p> <p><b>What impact do they think it has on their learning?</b></p> <p><b>Is there evidence of this?</b></p> <p><b>What impact are the targeted interventions having on EHWP at KS2?</b></p>
<p><b>Higher Ability pupils working at the higher standard and greater depth</b></p> <p><b>£21,000</b></p> <p><b>+5 months</b></p> <p><b>(Outcome B)</b></p>	<p><b>To ensure that higher ability pupils achieve greater depth in their learning</b></p>	<ul style="list-style-type: none"> <li>• The % of pupils working at greater depth at the end of KS1 and KS2 is in line with national outcomes</li> <li>• All work is differentiated to meet the needs of HA pupils</li> <li>• Pupils who exceeded expectations at the end of EYFS and KS1 continue to do so throughout their primary years</li> <li>• Pupils demonstrate a high level of success on tests, 80%, before progressing to new content.</li> <li>• At least 85% of pupils are working at age related expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers plan differentiation by the use of SOLO Taxonomy</li> <li>• Flexible grouping is evident in all lessons</li> <li>• Pupils evaluate their competency at the beginning and end of each theme/unit of work</li> <li>• There is a consistent approach by all staff to SOLO Taxonomy and greater depth</li> <li>• Innovate tasks allow pupils the opportunity to use and apply the knowledge and skills they have been taught</li> </ul>	<p><b>SD Chair and Vice-Chair of governors</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>What evidence is there of greater depth being planned for?</b></p> <p><b>What evidence is there of pupils using and applying the skills they have taught?</b></p> <p><b>What impact is there on the outcomes during Innovate week?</b></p>

		<ul style="list-style-type: none"> <li>• The % of pupils making sufficient and better than sufficient progress is at least in line with national expectations</li> <li>• Pupils are able to evaluate whether or not they are working at greater depth</li> <li>• Pupils are able to use and apply their knowledge and skills to fulfil the innovate aspect of the curriculum</li> <li>• More boys working at ARE+</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings each half-term.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.</li> <li>• Express tasks allow pupils to share their knowledge, skills and understanding with a variety of audiences</li> <li>• Third Space Maths for HA</li> <li>• Interventions for all HA pupils</li> </ul>		<p><b>What do pupils say about Innovate week? What impact do they think it has on their learning?</b></p> <p><b>Is there evidence of this?</b></p>
<p><b>Ensuring that pupils achieve Meta-Cognition</b></p> <p><b>£12,000</b></p> <p><b>+8 months (Outcomes A, B, C and D)</b></p>	<p><b>To embed the strategies for meta-cognition across the school</b></p>	<ul style="list-style-type: none"> <li>• At least 85% of pupils are working at age related expectations</li> <li>• The % of pupils making expected and better than expected progress is at least in line with national expectations</li> <li>• Pupils are able to evaluate whether or not they achieved mastery</li> <li>• Pupils are able to use and apply their knowledge and skills to fulfil the innovate aspect of the curriculum</li> <li>• Pupils are able to use the language of Building Learning Power and SOLO to explain their understanding of where they are in their learning</li> <li>• More boys working at ARE+</li> <li>• More SEND pupils achieving ARE+ and the ELGs</li> </ul>	<ul style="list-style-type: none"> <li>• BLP to form part of each lesson for pupils to evaluate their own learning</li> <li>• SOLO to be used to plan for differentiation and allow all pupils to learn at greater depth</li> <li>• SOLO to be used to assess pupil skills and knowledge at the beginning and end of a unit of work.</li> <li>• Pupil progress meetings each half-term.</li> <li>• Review the provision and contexts for learning to ensure that these motivate and enthuse boys, particularly in writing.</li> <li>• The four cornerstones of problem solving -</li> </ul>	<p><b>SD and engaging stakeholder governors</b></p> <p><b>Termly evaluation</b></p> <p><b>All Governors</b></p>	<p><b>Is BLP and SOLO evident in pupil books?</b></p> <p><b>Do pupils use the vocabulary of BLP and SOLO?</b></p> <p><b>What do pupils say about the impact of BLP and SOLO on their learning?</b></p> <p><b>What impact do they think it has on their learning?</b></p> <p><b>Is there evidence of this?</b></p>
<p><b>Total cost:</b></p>			<p><b>£162,360</b></p>		

