

## **Pupil Premium Vision Statement**

The Pupil Premium (PP) is an additional amount of money allocated to schools on a per pupil basis for any child who has been eligible for Free School Meals at any time during the preceding six years – known as FSM ever 6. This is deemed to be the most useful indicator of a child's relative deprivation. Because of the established link between deprivation and educational underachievement, this grant is aimed at giving schools additional resource to support such children in overcoming any barriers they may have in successfully engaging with education. It also applies to Looked After Children and the children of service families.

In Local Authorities funded at or above the national average, this amounts to a real terms injection of additional resource. However, in Devon, funded as we are at 146th out of 150 Local Authorities and in a situation where we are subject to the same inflationary costs as other schools nationally, there is in reality no additional pot. The additional grant is substantially being used to sustain existing activity in which would otherwise be at risk.

Pupils eligible for PP funding at St Peter's will have levels of attainment, and engage in all aspects of school life, at the same level or above as the rest of the school. We will use the funding provided to target support to enable this to happen. Furthermore, we want to raise the aspirations and confidence of these students.

### **Structure of this document**

Content related to the 2017-2018 academic year will focus on two specific areas:

- **how St Peter's CoE Primary School spent the pupil premium allocation**
- **the impact of the expenditure on eligible and other pupils**

Content related to the 2018-2019 Academic Year will focus on five specific areas:

- **St Peter's CoE Primary School pupil premium grant allocation amount**
- **a summary of the main barriers to educational achievement faced by eligible pupils at the school**
- **how we'll spend the pupil premium to address those barriers and the reasons for that approach**

- **how we'll measure the impact of the pupil premium**
- **the date of the next review of the school's pupil premium strategy**

## Pupil premium strategy statement (primary) 2017-2018 Summary Information

1. Summary information					
<b>School</b>	St Peter's CoE Primary and School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£49,300	<b>Date of most recent PP Review</b>	2018
<b>Total number of pupils</b>	280	<b>Number of pupils eligible for PP (inc Service &amp; Adopted)</b>	33	<b>Date for next internal review of this strategy</b>	N/A

## Pupil premium strategy statement (primary) 2018-2019 Summary Information

2. Summary information					
<b>School</b>	St Peter's CoE Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£48,340	<b>Date of most recent PP Review</b>	Spring 2018
<b>Total number of pupils</b>	285	<b>Number of pupils eligible for PP (inc Service &amp; Adopted)</b>	32	<b>Date for next internal review of this strategy</b>	Summer 2018

3. Current attainment						
				<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
<b>% working at age expectation</b>						
<b>% expected reading</b>						
<b>&amp; reading progress</b>						
<b>% expected numeracy</b>						
<b>% numeracy progress</b>						
<b>% expected writing</b>						
<b>% writing progress</b>						
Pupil Premium	FSM (in last 6 years)	9	99.8	67%	-4.6	+1%
	Not FSM (in last 6 years)	30	101.3 <span style="color:red">-</span>	57%	-3.4 <span style="color:red">-</span>	-13%

<b>4. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>Lack of clarity regarding current Pupil Premium provision.</b> The schools which are the most successful at raising the attainment of their Pupil Premium pupils employ strategic, evidence based and ambitious approaches which build upon an ethos of high quality teaching for all. Furthermore, the most effective schools regularly review the effectiveness of their Pupils Premium strategy to ensure that the needs of all Pupil Premium pupils are supported. This will remain part of the school self-improvement cycle, particularly with a new Governor taking the lead on Pupil Premium.
<b>B.</b>	<b>Insufficient Intervention Time/Teaching Time allocated to PPG pupils.</b> When PPG pupils need to make accelerated progress, teachers should have regular release time to deliver intervention based upon of pupils learning needs (AfL linked). This will build upon the <b>relationship</b> aspect of the Great Teaching Framework.
<b>C.</b>	<b>Variable quality of teaching and expectations for PPG pupils.</b> There needs to be a focus on improving quality of teaching, including planned differentiation and consideration of the intrinsic and extrinsic load placed upon pupils. Our aim is to develop more expertise in staff through personalised and focussed support.
<b>D.</b>	<b>Teacher responsibility/accountability for PPG outcome.</b> There needs to be raised expectations and accountability for progress and attainment. There needs to be a clear and cohesive strategy for each Pupil Premium pupil, developed in collaboration with teacher and other intervention leaders, which includes clear barriers, goals/intended outcomes, actions and success criteria.
<b>E.</b>	<b>Attainment gaps which emerge within KS1 and are no closed therefore persist into KS2</b> Intervention needs to take place earlier (i.e. focus on KS1) to ensure that learning needs are met and attainment gaps are reduced. This will include the use of HLTA staff.
<b>F.</b>	<b>Social and emotional barriers to learning including relationships.</b> There is an increased need for THRIVE support to meet the emotional wellbeing needs of pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>G.</b>	<b>Clarity on the responsibility of parents as part of the learning process.</b> At present, issues relating to parenting and parental support/responsibility are not being addressed at the earliest stages. This is having a direct impact on attainment and progress as well as overall development.	
<b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p><b>[Lack of clarity regarding current Pupil Premium provision]</b></p> <ul style="list-style-type: none"> <li>● School uses evidence based approaches to allocate financial and human resources.</li> <li>● School develops a structured and systematic continuous self-improvement cycle.</li> <li>● Sustained progress is made which builds upon previous success.</li> <li>● Future plans form part of the three year strategic vision. This will allow gaps to be consistently and repeatedly narrowed over a period of time rather than teachers expected to close all gaps within 12 months (may be an unrealistic target).</li> <li>● Evidence of regular professional and scrutiny from the Pupil Premium Governor.</li> </ul> <p>The impact will be measured in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</p>	As a result the school will have <b>clear vision and strategy</b> for the 2018-2019 year which feeds into the overall 3 year strategic vision.
<b>B.</b>	<p><b>Insufficient Intervention Time.</b></p> <ul style="list-style-type: none"> <li>● Teachers will have regular intervention time to address the learning needs/gaps of pupils in a one-to-one or small group format.</li> <li>● The format of the intervention time will be linked to the concept of precision teaching and other CPD related to differentiation and 'meeting pupils at their bus stop'.</li> <li>● Teachers will be held to account in terms of evidencing that PPG pupils are accessing this additional curricular provision.</li> </ul>	<ul style="list-style-type: none"> <li>● Direct impact on academic progress and attainment evidenced in classroom learning.</li> </ul>

	<p>The impact will be measured:</p> <ul style="list-style-type: none"> <li>• through professional conversations with teachers and intervention leaders regarding ‘small signs’ which they have noticed in the children.</li> <li>• in review conversations with pupils.</li> <li>• in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct impact on academic progress and attainment evidence in assessments.</li> </ul>
<b>C.</b>	<p><b>Variable quality of teaching</b></p> <ul style="list-style-type: none"> <li>• Teacher CPD focussed on the Great Teaching Framework including planning.</li> <li>• SEND and PPG specific CPD related to differentiation and ‘meeting pupils at their bus stop’.</li> <li>• Regular monitoring by core subject leaders and SLT.</li> <li>• Clear evidence in teaching and learning of AfL strategies being used to personalise learning.</li> <li>• Clear evidence in teaching and learning of procedural and conceptual gaps being addressed.</li> </ul> <p>The impact will be measured by:</p> <ul style="list-style-type: none"> <li>• looking at the outcomes of this daily practice in their books.</li> <li>• using assessment information which demonstrates good or better than good progress.</li> <li>• through professional conversations, coaching conversation and data chats with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is consistently differentiated to meet the needs of pupils, including reference to the specific support given to PPG pupils.</li> <li>• Teaching becomes consistently good in all subjects and in all year groups.</li> <li>• A greater proportion of teaching is outstanding in all subjects and in all year groups.</li> </ul>
<b>D.</b>	<p><b>Teacher responsibility/accountability for PPG outcome.</b></p> <ul style="list-style-type: none"> <li>• Responsibility for securing the outcomes to be shared with teachers and intervention leaders.</li> <li>• Responsibility for teachers and intervention leaders and SENDCo to regularly update and review accelerated focus group documents.</li> <li>• Accelerated focus group document (and subsequent planning) to include/address specific barriers to</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring over time reveals that there is a clear narrative or chronology to accelerated focus group documents which demonstrates continuous improvement and progress.</li> </ul>

	<p>learning for each PPG pupil. Actions and intended outcomes are personalised for Pupil Premium pupils to ensure good or better than good progress.</p> <ul style="list-style-type: none"> <li>Accelerated focus groups documents are regularly updated by a range of members of staff, ensuring that the views of a range of member of staff.</li> <li>Action plans are regularly reviewed with impact being assessed.</li> </ul> <p>The impact will be measured</p> <ul style="list-style-type: none"> <li>through professional conversations with teachers and intervention leaders regarding ‘small signs’ which they have noticed in the children.</li> <li>in review coaching conversations with pupils.</li> <li>in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>PPG children achieve as well or better than non-PPG children.</li> <li>Direct impact on academic progress and attainment evidenced in classroom learning.</li> <li>Direct impact on academic progress and attainment evidence in assessments.</li> </ul>
<p><b>E.</b></p>	<p><b>Attainment gaps which emerge within KS1 and are no closed therefore persist into KS2</b></p> <ul style="list-style-type: none"> <li>When attainment gaps are recognised, sustained progress is made to close these gaps (may take a number of years).</li> <li>Resources have been specifically designated to Early Years and KS1 in order to enable early intervention before significant differences in PPG and non-PPG emerge.</li> </ul> <p>The impact will be measured</p> <ul style="list-style-type: none"> <li>through professional conversations with intervention leaders regarding ‘small signs’ which they have noticed in the children.</li> <li>in review coaching conversations with pupils.</li> <li>in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of clear strategy to provide intervention based on assessment of learning needs.</li> <li>PPG children achieve as well or better than non-PPG children.</li> <li>Direct impact on academic progress and attainment evidenced in classroom learning.</li> <li>Direct impact on academic progress and attainment evidence in assessments.</li> </ul>

<p><b>F.</b></p>	<p><b>Social and emotional barriers to learning including relationships.</b></p> <ul style="list-style-type: none"> <li>● PPG pupils, and their families, have regular access to THRIVE in order to meet their emotional wellbeing needs.</li> <li>● The provision includes regular timetabled support as well as more dynamic responses based upon the needs of pupils.</li> </ul> <p>The impact will be measured through</p> <ul style="list-style-type: none"> <li>● dialogue between the PPG and THRIVE co-ordinator</li> <li>● pupils conversations.</li> </ul>	<p>Success Criteria will be personal to the needs of each individual.</p> <p>Over the course of the year, the monitoring will develop the format for these success criteria so that they become more precise in terms of outcomes.</p>
<p><b>G.</b></p>	<p><b>Clarity on the responsibility of parents as part of the learning process.</b></p> <ul style="list-style-type: none"> <li>● Parents of PPG pupils have strategies to support their child.</li> <li>● Parents of PPG pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment.</li> <li>● Regular communication between the school and all PPG parents.</li> <li>● Engagement of the parents of PPG pupils with whole school and PPG specific support programme e.g. Maths Evening.</li> <li>● The impact will be measured through conversations and feedback (in variety of forms) from parents.</li> <li>● The impact will be measured in terms of the progress and improved outcomes for PPG pupils once the provision has been developed.</li> </ul>	<p>Parents of PPG pupils are part of a positive partnership with school.</p>

6. Planned expenditure £48,340					
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?
Learning is differentiated to meet the needs of PPG Pupils	See above, specifically points in relation to differentiation, planning and 'meeting pupils at their bus stop'.	<a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</a>	Monitoring of planning. Learning walks. Evidence from books. Assessment data.	PPG Lead	Easter 2019
Consistent provision and expectations.	See above, specifically points in relation to accelerated focus groups.	<a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Accelerated focus group documents. Learning walks. Evidence from books. Assessment data.	PPG Lead	Easter 2019

Coaching and mentoring	Teacher to access coaching support to provide an opportunity to build up success in relation to PPG, identify focuses for development in relation to PPG, intended outcomes, success criteria and support need.	<a href="https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html">https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html</a>	SLT lead to be involved in each coaching conversation.	SLT	Easter 2019
<b>Total budgeted cost</b>					£14,420
<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>
Accelerated progress by addressing gaps, misconceptions and personal barriers to learning.	Teachers to lead regular personalised intervention in one-to-one or small groups formats.	<a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Coaching and mentoring Assessment data.	SLT	Easter 2019

Early intervention in Early Years and KS1.	See above	<a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Coaching and mentoring Assessment data.	SLT	Easter 2019
Literary specialists (focus on phonics and reading) employed to help assess barriers to reading and deliver personalised individual and small group support	PPG pupils who accessed this support made good or better than good progress within their reading, hence progress was made towards closing the attainment gap.	Employing subject specialist who have the depth of subject knowledge and time capacity to assess and design the most effective provision for pupils.	Lead teacher to conduct learning walk.  Pupils conference.  Coaching conversations and data analysis to assess progress.	SLT	Easter 2019
Maths support to develop high quality PPG provision in Numeracy	Trained HLTA and experienced TA staff to help assess barriers to learning and deliver personalised individual and	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Lead teacher to conduct learning walk.  Pupils conference.  Coaching conversations and data analysis to assess progress.	SLT	Easter 2019

	small group support.				
<b>Total budgeted cost</b>					£14,500
<b>iii. Other approaches</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>
Clear, cohesive and collaborative strategy developed for each PPG pupils. Responsibility for securing the outcomes to be shared with teachers and intervention leaders.	Clear, cohesive and collaborative strategy developed for each PPG pupils. Responsibility for securing the outcomes to be shared with teachers and intervention leaders. Responsibility for teachers and intervention leaders and SENDCo to regularly update and review accelerated focus group documents and IEPs for Pupil Premium pupils.	<a href="https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282.pdf">https://www.gov.uk/government/uploads/system/uploads/attachme nt_data/file/243919/DFE-RR282.pdf</a>	The impact will be measured through professional conversations with teachers and intervention leaders regarding 'small signs' which they have noticed in the children.  The impact will be measured in review coaching conversations with pupils.  The impact with be measured in terms of the progress and improved outcomes for PPG pupils..	PPG Lead	Easter 2019

<p>PPG pupils have access to THRIVE to meet their emotional wellbeing needs.</p>	<p>Dedicated THRIVE time for PPG pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <p><a href="https://www.thriveapproach.com/the-thrive-approach/">https://www.thriveapproach.com/the-thrive-approach/</a></p>	<p>Dialogue between PPG lead and THRIVE leave</p>	<p>THRIVE Lead</p>	<p>Easter 2019</p>
<p>Forest School Provision/Alternative Curriculum Provision</p>	<p>Pupils have the opportunity to develop their speaking and listening skills, social skills, teamwork and self-esteem through on site PPG activities.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Lead teacher to conduct learning walk.</p> <p>Pupils conference.</p> <p>Coaching conversations and data analysis to assess progress.</p>	<p>PSL</p>	<p>Easter 2019</p>
<p>Clubs, trips, visits, peripatetic music etc.</p>	<p>PPG have access to additional curriculum provision without finance being a barrier.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p>	<p>Review the Tracker</p> <p>Pupil conference</p>	<p>PSL</p>	<p>Easter 2019</p>

		<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>			
Parents of PPG pupils are part of a positive partnership with school.	Parents of PPG pupils have strategies to support their child. Parents of PPG pupils have a clear understanding of how the school is investing in their child in order to promote opportunities, progress and attainment.	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf</a>		PSL	Easter 2019
<b>Total budgeted cost</b>					£18,296

7. Review of expenditure				
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
Investment in Books to support Life Long Love of Reading vision and ensure that PPG pupils have access to good quality, ability appropriate and engaging motivating books	Investment in Devon Library Service, including specific focuses on high interest and low reading age books.	PPG pupils have not only had access to high quality books, but significant time has been invested in nurturing regular reading, including reading for enjoyments.  Several book events and literary events have taken place, including Bedtime Reading	This whole school investment will continue in future years alongside peer support and teacher support for PPG pupils in terms of developing reading for enjoyment.  The impact has been reduced as the Library has not been available to pupils.	
Support to develop high quality PPG provision across the curriculum, including Literacy.	Staff training, in relation to assessment for learning teaching strategies AfL, ladders to success etc.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</a>  The impact of the CPD was that teachers personalised their teaching and learning to better meet the needs of all pupils, including Pupil Premium pupils. AfL strategies became	Investment in AfL is a high impact strategy which should be sustained, albeit it in a different format.	

		<p>consistent practice across the school, particularly Ladders to Success.</p> <p>Learning walks, including looking at books and the wider learning environment, demonstrated that teachers had embedded high impact AfL strategies into their teaching.</p>		
<p>Maths support to develop high quality PPG provision in Numeracy</p>	<p>Staff training particular in relation to reasoning and the development of breadth within the Numeracy curriculum.</p> <p>Focus on Daily Maths Practice.</p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning</a></p> <p>The impact of the CPD was that teachers personalised their teaching and learning to better meet the needs of all pupils, including Pupil Premium pupils. Teachers began move away from summative testing to regular AfL, including some game/play based AfL.</p> <p>Learning walks, including looking at books and the wider learning environment, demonstrated that teachers had embedded high impact AfL strategies into their teaching.</p> <p>Evidence of consistent use of Daily Maths Practice and increased evidence of reasoning within lessons.</p>	<p>Investment in AfL is a high impact strategy which should be sustained, albeit it in a different format.</p> <p>There is a need to continue to focus on reasoning and the use of the connective model. Maths lead to support the development of draw, it solve it, explain it and create it formats so pupils can develop/demonstrate a deeper understanding,</p>	

Coaching	Teachers had release time to reflect on the progress and attainment of pupils, including specific target setting and completion of action plan.	<a href="https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html">https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t05.html</a>  In research published by NFER and TDA in 2008 ('Mentoring and coaching for professionals: a study of the research evidence', National Foundation for Educational Research & TDA, 2008), mentoring and coaching was proven to have an impact on both individuals and organisations.	The role of Action Plans to be changed to Accelerated to be increased in terms of creating a narrative of barriers and action taken (successful and otherwise) to promote progress and attainment. This will also be used as a tool for dialogues between teachers, intervention leaders, SLT, SENDCo and Pupil Premium Coordinator.	
Total Cost				£20,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PPG access one-to-one counselling in order to address		<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a>	This approach will be used in the future on an as need basis rather than a universal approach.  Development of a regular THRIVE review with the social and emotional wellbeing leader in order to	£2,904

social/emotional barriers to learning.		<p>CPOMS updated in relation to disclosures and relevant action taken by teachers and SLT, including Safeguarding Officers.</p> <p>Pupil reported more positive approach to school and learning as they felt that their other needs were being attended to.</p>	review progress, ensure provision is focussed on need etc.	
PPG one-to-one and additional support	Focussed classroom support to address gaps in learning.		<p>There is a need to avoid support dependency and develop independent learning strategies.</p> <p>The use of accelerated focus groups will help ensure that PPG pupils get regular, focussed support based upon their need.</p>	
Literary specialists (focus on phonics and reading) employed to help assess barriers to reading and deliver personalised individual and small group support	PPG pupils who accessed this support made good or better than good progress within their reading, hence progress was made towards closing the attainment gap.	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</a></p> <p>This investment will continue in future years, however it is hoped that the impact will be greater as the extended non-teaching time for the SENDCo will ensure that this provision is directed towards those with the greatest need.</p>	This remains an area of need.	

	This also supported non-PPG pupils.			
Maths support to develop high quality PPG provision in Numeracy	Maths specialist employed to help assess barriers to learning and deliver personalised individual and small group support.	PPG pupils who accessed this support make some good progress. However, the support was not always directly related to class learning and since it only took place once a week there were concerns about the impact i.e. learning being forgotten as it is not consolidated before the next intervention lesson.	This investment will continue in future years but with an increased focus on the identification of barriers to learning.  The role of the maths specialist will include the administration of deeper diagnostics in order to identify barriers, staff support to deliver further diagnostics in the classroom.  The maths specialist will oversee regular afternoon interventions delivered by an experienced TA.	
Total Cost				£18,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All PPG pupils are able to attend the London Residential	Full cost (excluding spending money)	All PPG pupils attended the London Residential and shared the whole class experience. Other pupils enjoyed the fact	This approach will continue in future years.	

regardless of socioeconomic background	and other costs associated with clothing) of the trip to be paid for PPG pupils.	that all their friends could accompany them on the residential.		
Pupils have access to Music Tuition (including cost of hire of instruments) and develop a broader and richer range of skills.	Full cost of (one instrument) peripatetic music tuition, including instrument hire, covered by PPG budget.	<p>Pupils made good progress within the one-to-one and/or small group lessons and some PPG then engaged with wider music opportunities i.e. Otter Music Collective. Progress made by PPG pupils was celebrated.</p> <p>PPG pupils in pupils conference reported that they were proud of their achievements and in some cases how it felt good for their broader talents to be developed.</p>	There has been a significant increase in PPG and non-PPG pupils taking part in peripatetic music tuition. Future PPG provision will be dependent on all PPG pupils engaging in regular practice alongside tuition in order to demonstrate good or better than good progress. Pupils will be encouraged to continue to develop the skills in particular instruments i.e. build upon prior learning.	
Pupils have access to Clubs and develop their physical skills, communication and teamwork. PPG pupils have the opportunity to represent the school	Full cost of one club per term covered by PPG budget.	<p>PPG attendance levels at extra-curricular clubs increased. Several PPG pupils represented the school in football, cycling etc within Level 1 and Level 2 competition.</p> <p>Non-PPG pupils reported the fact that they liked that everyone could join the club i.e. extra curricular provision was inclusive.</p>	<p>This will continue in future years.</p> <p>A refined tracking system to be introduced for 2018-2019 academic year to monitor PPG and other focus groups.</p>	

in friendly and competitive context.				
All PPG pupils are able to attend Class Trips regardless of socioeconomic background.	Full cost (excluding spending money and other costs associated with clothing) of the trip to be paid for PPG pupils.	All PPG pupils attended the London Residential and shared the whole class experience. Other pupils enjoyed the fact that all their friends could accompany them on the residential.	This approach will continue in future years.	
Ensure PPG pupils who need wrap around care (variety of reasons) have access to this care.	Specific PPG pupils have had some wrap around provision paid and hence secure their welfare and wellbeing		This approach will continue as an when such support is needed.  We do not have the capacity to offer this to all pupils. However, based on need, some families are offered short periods of BASC.	
Total Cost				£10,000