

Hazlewood Community Primary School

Pupil Premium Strategy Statement 2018-2019

1. Summary Information					
School	Hazlewood Community Primary School				
Academic Year	2018 - 2019	Total PP budget	£74960	Date of most recent PP Review	July 2018
Total number of pupils	225	Number of pupils eligible for PP	43	Date for next internal review of this strategy	September 2019
Pupils eligible for Free School Meals	43	Looked After Children Post LAC (Adopted)	5	Service Children	31

2. Current Attainment		
Based on 2018 results at the end of Key Stage 2	<i><u>Pupils eligible for PP (school)</u></i> <i>(national average)</i>	<i><u>Pupils not eligible for PP (school)</u></i> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>50%</u> (51%)	<u>60%</u> (70%)
% achieving expected standard or above in reading	<u>83%</u> (64%)	<u>60%</u> (80%)
% achieving expected standard or above in writing	<u>50%</u> (67%)	<u>80%</u> (83%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>33%</u> (67%)	<u>60%</u> (82%)
% achieving expected standard or above in maths	<u>50%</u> (65%)	<u>60%</u> (81%)
Average scaled score: reading	<u>103</u> (102.6)	<u>103.2</u> (106.1)
Average scaled score: maths	<u>98.2</u> (101.9)	<u>99.8</u> (105.4)

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3. <u>Current Attainment</u>		
Based on 2018 results at the end of Key Stage 1	<u>Pupils eligible for PP (school)</u> <i>(national average)</i>	<u>Pupils not eligible for PP (school)</u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	<u>75%</u> (50%)	<u>72%</u> (69%)
% achieving expected standard or above in reading	<u>88%</u> (63%)	<u>84%</u> (79%)
% achieving expected standard or above in writing	<u>75%</u> (55%)	<u>72%</u> (74%)
% achieving expected standard or above in maths	<u>100%</u> (63%)	<u>76%</u> (79%)

4. <u>Barriers to Future Attainment (for pupils eligible for PP including high ability)</u>	
In-School Barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Mobility and stability: The school has a high proportion of Service families. Around 13% of the whole school population come from service backgrounds. As a consequence, many of them arrive at school mid-year and do not complete all of their primary school education at our school. Around 30% of service children in our school arrived after the start of Reception. Many children will leave before the end of Year 6 due to redeployment. Last year, 30% of our Year 6 cohort arrived at the start of Year 6 having been to different settings previous. All of these children were eligible for Pupil Premium or came from service families.
B.	Attainment in writing: Attainment in writing and spelling and grammar for disadvantaged pupils is lower than that of non-disadvantaged pupils in some cohorts.
C.	Attainment on Entry: Attainment on Entry: Around 2 thirds of our disadvantaged children enter FS1 with knowledge and skills that are below age related expectations in the Prime Areas and about 20% are significantly below age related expectations. 40% of our current FS1 are below age related expectations in Communication and Language.

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D.	SEND: Currently 73% of children with SEND are eligible for Pupil Premium or come from service families. 24% of pupils eligible for pupil premium or service children have SEND. Many SEND pupils require specific interventions to support their learning. Often SEMH needs impact on individuals' educations and support with these needs is imperative to ensure children thrive in school.
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance: 2017/18 Attendance of FSM6 pupils was 80% compared to 96% of non FSM6 pupils. Despite targeted action, new attendance procedures and rigorous monitoring attendance continues to be a focus area. Persistent absence for 2017/18 was 43.5% for FSM6 pupils compared to 8.2% for non FSM6 pupils. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, particularly focusing on writing and spelling and grammar at KS2. Continue the upward trend to ensure there is no gap between disadvantaged and non-disadvantaged pupils in Early Years.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least expected to good progress from their starting points.
B.	All disadvantaged pupils with SEND make a least expected progress from their starting point. To improve the outcomes for more able disadvantaged pupils.	Pupils with SEND eligible for PP make at least expected progress from their starting point. A larger proportion of more able disadvantaged pupils achieve greater depth in reading, writing and mathematics.
C.	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will be good to outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least expected to good progress from their starting points.
D.	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups.

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6. Planned expenditure

Academic year	2018 - 2019
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p>A. To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, particularly focusing on writing and spelling and grammar at KS2. Continue the upward trend to ensure there is no gap between disadvantaged and non-disadvantaged pupils in Early Years.</p>	<p>To employ TAs to directly support class teachers across school allowing teacher to support chosen groups directly and allow for instant intervention and feed back in lessons.</p> <p>KS2 teachers to take part in Maths Hub TRG to develop Maths mastery across the school and raise standards in Key Stage 2 in Mathematics. This project will also facilitate an increase in the number of pupils achieving greater depth in Mathematics.</p> <p>Teaching staff across the school to take part in the Primary Literacy Project to raise standards in Reading and Writing.</p>	<p>Overall attainment improved on previous year's results with 55% of pupils reaching the expected standard in reading, writing and maths. 82% of pupils reaching expected standard in reading; 64% in writing; 55% in maths and 45% in grammar, spelling and punctuation.</p> <p>50% of disadvantaged pupils reached the expected standard in reading, writing and maths compared to 14% the previous year. This is broadly in line with national statistics.</p> <p>83% of disadvantaged pupils achieved the expected standard in reading; 50% in writing; 50% in maths and 33% in grammar, spelling and punctuation. This compares to non-disadvantaged pupils achieving the expected standard in reading, writing and maths 60%; reading 60%, writing 80%, maths 60%, grammar spelling and punctuation 60%.</p> <p>KS1 88% of disadvantaged pupils achieved the</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher and Deputy Headteacher</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress</p>	<p>Mr S Bommel (HT)</p> <p>Mr L Hall (DHT)</p> <p>Mrs L Pattison (KS2 Lead)</p> <p>Mrs V Coxon (EYFS Lead)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 review of PP strategy.</p>

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	<p>A member of staff to participate in the North of Tyne ICAMS ISFF project. This will develop the teaching of Maths in KS2.</p>	<p>expected standard in reading and 75% in writing compared to 84% in reading for non-disadvantaged and 72% in writing. 88% of pupils were at the expected level or above in phonics in Year 1 and 100% in Year 2. 67% of disadvantaged pupils were at the expected level in year 1 compared to 95% of non-disadvantaged pupils.</p> <p>At KS1: The gap between FSM6 pupils in the school and FSM6 pupils nationally is greater than 1 pupil. And the percentage of FSM6 pupils in the school reaching the expected level in RWM is higher than the percentage of FSM6 pupils nationally.</p> <p>Reading: the percentage of FSM6 pupils in the school reaching the expected level in Reading is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils in reading last year. Writing: the percentage of FSM6 pupils in the school reaching the expected level in Writing is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils last year. Maths: the percentage of FSM6 pupils in the school reaching the expected level in Maths is higher than the percentage of FSM6 pupils nationally. The percentage of disadvantaged pupils reaching the expected level at KS1 from each starting point is in-line with the results across North Tyneside.</p> <p>KS2 Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally. Reading: The gap between FSM6 pupils in the school and FSM6 pupils nationally is greater than 1 pupil.</p>	<p>meetings with the class teacher and all pupils and parents.</p>		
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		<p>The percentage of FSM6 pupils in the school reaching the expected level in Reading is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils.</p> <p>Writing: And the percentage of FSM6 pupils in the school reaching the expected level in Writing is lower than the percentage of FSM6 pupils nationally.</p> <p>Maths: Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally.</p> <p>HLTAs covering management time is allowing leaders to analyse the impact of quality teaching and learning and robustly monitor impact on disadvantaged pupils. Time is also allocated to middle leaders to develop leadership roles and drive forward initiatives.</p>			
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<p>B. All disadvantaged pupils with SEND make a least expected progress from their starting point. To improve the outcomes for more able disadvantaged pupils.</p>	<p>Continue to implement RWI across EYFS and KS1 and any Year 3 children who have not completed the program.</p> <p>Use of reciprocal reading program in KS2 and training of staff.</p> <p>Continue to use Talk for Writing across school.</p> <p>Employment of a non-teaching SENCO 3 days per week.</p>	<p>100% of pupils with SEND passed the KS1 phonics test last year thus showing the impact of Read Write Inc. Disadvantaged pupils did not perform so well this year in the Phonics screening, however previous data strongly indicates that RWI is effective in the teaching and learning of phonics</p> <p>The reciprocal reading program had great success with 83% of pupils reaching the expected standard in reading at the end of Key Stage 2. As stated above disadvantaged pupils out performed non-disadvantaged pupils with regards to reading. In reading at KS2 last year, 50% of pupils with SEND achieved the expected standard. Of this 50%, 100% were disadvantaged pupils.</p> <p>Writing for disadvantaged pupils continues to be an area for development, however the continued embedding of Talk for Writing will aid this.</p> <p>The employment of a non-teaching SENCO 3 days per week to ensure a robust plan, do review process in supporting children with SEND. This will also allow for increased capacity in delivering interventions.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils and parents individually.</p>	<p>Mr Bommel (Head Teacher)</p> <p>SLT</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 review of PP strategy.</p>
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<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: Reciprocal Reading and RWI and the Maths TRG programme in conjunction with the Great North Maths Hub.</p> <p>Coaching opportunities for all teachers to observe colleagues and discuss different teaching styles/methods</p>	<p>Teaching over time is good to outstanding as evidenced in pupils' books and the school's assessment information.</p> <p>In 2017-2018, almost all of the lessons observed were good or better.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils. All staff continue to be offered high quality CPD opportunities.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school. Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and subject leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils and parents individually.</p>	<p>Mr Bommel (Head Teacher)</p> <p>SLT</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 review of PP strategy</p>
<u>Total budgeted cost</u>					39000

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ii. <u>Targeted support</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
<p>A. To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, particularly focusing on writing and spelling and grammar at KS2. Continue the upward trend to ensure there is no gap between disadvantaged and non-disadvantaged pupils in Early Years.</p>	<p>Continue to implement targeted booster / intervention sessions in Key Stage 2 delivered by a several teachers with specific skills appoint booster teaching assistant and HLTA aimed at closing the gaps and maximising achievement.</p> <p>To implement instant intervention / challenge based upon daily assessment and next steps in all key phases.</p>	<p>Booster sessions ensured that a higher percentage of disadvantaged pupils across both KS1 and KS2 achieving the expected standard in RWM improving on the previous year's results. More adult support in Maths and English has allowed for instant feedback and the ability to address misconceptions instantly as well as allow children to be supported by modelling activities. Assessment and feedback is therefore instantaneous and purposeful.</p> <p>83% of disadvantaged pupils achieved the expected standard in reading; 50% in writing; 50% in maths and 33% in grammar, spelling and punctuation. This compares to non-disadvantaged pupils achieving the expected standard in reading, writing and maths 60%; reading 60%, writing 80%, maths 60%, grammar spelling and punctuation 60%.</p> <p>KS1</p> <p>88% of disadvantaged pupils achieved the expected standard in reading and 75% in writing compared to 84% in reading for non-disadvantaged and 72% in writing. 88% of pupils were at the expected level or above in phonics in Year 1 and 100% in Year 2. 67% of disadvantaged pupils were at the expected level in year 1 compared to 95% of non-disadvantaged pupils.</p>	<p>Appointment of teaching assistant to support the teacher with targeted intervention with specific children in all year groups.</p> <p>Focused Leadership and Management time for Deputy Head to drive standards and impact on teaching and learning across KS2 and Y6.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher</p>	<p>Mr Bommel (HT)</p> <p>Mr Hall (DHT)</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2018 final review</p>

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<p>B. All disadvantaged pupils with SEND make a least expected progress from their starting point. To improve the outcomes for more able disadvantaged pupils.</p>	<p>Maintain and fully fund RWI programme and development days in EYFS and Key Stage 1.</p> <p>Speech and language blast session and 1:1 speech and language sessions in Reception and Nursery.</p> <p>Continue to implement targeted intervention sessions in KS1.</p> <p>Continue to implement targeted intervention sessions in KS2.</p> <p>Continue to implement targeted sessions in EYFS.</p> <p>Continue to fund a teaching assistant to continue to deliver targeted intervention programs across KS2 such as First Class @ Writing, reciprocal reading and Success @ Arithmetic.</p> <p>Continue to offer teaching assistants CPD opportunities to develop skills in line with school improvement priorities.</p> <p>Employment of a non-teaching SENCO 3 days per week.</p> <p>Nurture Club every play time and lunchtime.</p>	<p>100% of pupils with SEND passed the KS1 phonics test last year thus showing the impact of Read Write Inc.</p> <p>40% of disadvantaged children in our current FS1 are below age related expectations in Communication and Language.</p> <p>More adult support in Maths and English has allowed for instant feedback and the ability to address misconceptions instantly as well as allow children to be supported by modelling activities. Assessment and feedback is therefore instantaneous and purposeful.</p> <p>The reciprocal reading program had great success with 83% of pupils reaching the expected standard in reading at the end of Key Stage 2. As stated above disadvantaged pupils out performed non-disadvantaged pupils with regards to reading. In reading at KS2 last year, 50% of pupils with SEND achieved the expected standard. Of this 50%, 100% were disadvantaged pupils.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils. All staff continue to be offered high quality CPD opportunities.</p> <p>The employment of a non-teaching SENCO 3 days per week to ensure a robust plan, do review process in supporting children with SEND. This will also allow for increased capacity in delivering interventions. Our SENCO will also liaise with forces families to ensure that transition to and from the school is effective.</p> <p>Children with SEMH needs can access our nurture club this is ran by our SENCO. This allows</p>	<p>Focused Leadership and Management time for Deputy Head to drive standards and impact on teaching and learning across the school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p>	<p>Mr Bommel (Head Teacher)</p> <p>SLT</p> <p>All teaching and support staff</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 review PP strategy</p>
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		for children who find unstructured times difficult to have a familiar and safe place to go and be involved in quiet activities			
<u>Total budgeted cost</u>					£31000

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iii. <u>Other approaches</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>
Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	<p>Providing funded enrichment activities inside and outside of school eg. sports clubs, access coaching, dance clubs, french club, theatre trips, educational visits.</p> <p>Curriculum to be engaging and exciting encompassing the whole child and their education.</p> <p>Weekly, termly and end of year attendance awards.</p> <p>Liaison with attendance officers for LEA and local High School</p>	<p>By providing enrichment, exciting and engaging activities throughout the school day and before and after school children will want to come to school and be more involved in the wider school community.</p> <p>By liaising with attendance officers in school and outside of school we can offer bespoke support for pupils who have attendance issues. (Please refer to additional information)</p>	<p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views and discussions.</p> <p>Weekly review of attendance.</p> <p>Regular review of attendance data, eg termly, disadvantaged pupils, PA.</p>	<p>Mr Bommel (HT)</p> <p>Mr Hall (DHT)</p> <p>SLT</p> <p>Mrs L Simister (attendance input)</p>	4 weekly attendance meetings will look at attendance figures as well as discuss strategies for improving attendance for certain pupils.
<u>Total budgeted cost</u>					5000

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7. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		2017/18		
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
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils.	Employ a TA to directly support the Year 5 / 6 class teacher, allowing teacher, TA and current TA to focus on small group activities with year 6 pupils only throughout the morning. (part funded by pupil premium).	<p>Overall attainment improved on previous year's results with 55% of pupils reaching the expected standard in reading, writing and maths. 82% of pupils reaching expected standard in reading; 64% in writing; 55% in maths and 45% in grammar, spelling and punctuation.</p> <p>50% of disadvantaged pupils reached the expected standard in reading, writing and maths compared to 14% the previous year. This is broadly in line with national statistics.</p> <p>83% of disadvantaged pupils achieved the expected standard in reading; 50% in writing; 50% in maths and 33% in grammar, spelling and punctuation. This compares to non-disadvantaged pupils achieving the expected standard in reading, writing and maths 60%; reading 60%, writing 80%, maths 60%, grammar spelling and punctuation 60%.</p>	<p>Attainment has improved on the previous year's results by in RWM. There was an increase of 26% in the amount of pupils achieving the expected standard in RWM.</p> <p>The percentage of disadvantaged pupils achieving the expected standard in RWM increased from 14% to 50%. In comparison the percentage of non-disadvantaged pupils achieving the expected standard in RWM increased from 40% to 60%.</p> <p>Attainment and progress have improved for disadvantaged pupils this year. We will continue to use similar approaches to maintain this improvement. A greater focus will be put on challenging more able disadvantaged pupils and ensuring a greater percentage achieve greater depth.</p> <p>There will be a focus on writing, including spelling and grammar to ensure the gap is narrowed between disadvantaged and non-disadvantaged pupils.</p>	£ 40, 500 approx

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<p>B. To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Particularly focusing on the current Year 2 gap in reading progress for disadvantaged pupils and the progress gap in writing for current Year 6 disadvantaged pupils.</p>	<p>Continue to implement RWI across EYFS and KS1 and any Year 3 children who have not completed the program.</p> <p>Use of reciprocal reading program in KS2 and training of staff.</p> <p>Appointment of 2 HLTAs to support cover across school during PPA and management time.</p> <p>Continue to use Talk for Writing across school.</p> <p>Offer enrichment activities for children throughout school eg. France, theatre, cookery, sport.</p>	<p>88% of disadvantaged pupils achieved the expected standard in reading and 75% in writing compared to 84% in reading for non-disadvantaged and 72% in writing. 88% of pupils were at the expected level or above in phonics in Year 1 and 100% in Year 2. 67% of disadvantaged pupils were at the expected level in year 1 compared to 95% of non-disadvantaged pupils.</p> <p>The reciprocal reading program had great success with 83% of pupils reaching the expected standard in reading at the end of Key Stage 2. As stated above disadvantaged pupils out performed non disadvantaged pupils with regards to reading.</p> <p>HLTAs covering management time is allowing leaders to analyse the impact of quality teaching and learning and robustly monitor impact on disadvantaged pupils. Time is also allocated to middle leaders to develop leadership roles and drive forward initiatives.</p> <p>At the end of KS2 50% of disadvantaged pupils achieved the expected standard in writing. This compares to 80%, of non-disadvantaged pupils achieving the expected standard in writing. At KS1 75% of disadvantaged pupils achieved the expected standard in writing compared to 72% for non-disadvantaged in writing.</p> <p>All after school clubs were offered free of charge and allowed for all pupils to access them if they wanted to.</p>	<p>Disadvantaged pupils out performed non disadvantaged pupils in several areas at Key Stage 1. Consequently, the same strategies will be put in place for the next academic year. Again focus will be put on increasing the percentage of disadvantaged pupils achieving greater depth at Key Stage 1.</p> <p>In reading at both Key Stage 1 and Key Stage 2, disadvantaged pupils out performed non disadvantaged pupils. The reciprocal reading approach will be developed across the school with new members of the school having opportunities to be trained.</p> <p>Leadership and management time will allow for specific and robust analysis of the impact of quality teaching and learning on disadvantaged pupils. There will be increased opportunities for all staff members to develop leadership roles in the school. The school will continue to employ 2 HLTAs to implement this.</p> <p>The school will continue to develop the use of Talk for Writing in school with a particular focus on ensuring more able disadvantaged children achieve greater depth in writing.</p> <p>Take up for after school clubs has increased and as a consequence school will continue to offer all before and after school clubs free of charge.</p>	
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<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: Reciprocal Reading and RWI.</p>	<p>All teaching and learning across the school was at least good last academic year with a proportion of outstanding teaching.</p> <p>All KS2 teachers attended Reciprocal Reading training last year resulting in 83% of pupils reaching the expected standard in reading at the end of Key Stage 2. As stated above disadvantaged pupils out performed non disadvantaged pupils with regards to reading.</p> <p>RWI training was attended by all staff who had not had up to date training. 88% of disadvantaged pupils achieved the expected standard in reading and 75% in writing compared to 84% in reading for non-disadvantaged and 72% in writing. 88% of pupils were at the expected level or above in phonics in Year 1 and 100% in Year 2. 67% of disadvantaged pupils were at the expected level in year 1 compared to 95% of non-disadvantaged pupils.</p>	<p>Teaching and learning across the school is at least good. More opportunities will be given for coaching and peer support to develop the quality of teaching and learning even further.</p> <p>Reciprocal reading and Read Write Inc will continue to be the approaches used to develop reading in school. Training and resources will be available where necessary. Again, there will be a focus on ensuring a greater percentage of children achieve greater depth in reading across the school.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

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<p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 64% PP entitlement).</p>	<p>Continue to implement targeted booster / intervention sessions in Key Stage 2 with outstanding Deputy Head and an appointed booster teaching assistant and HLTA aimed at closing the gaps and maximising achievement.</p> <p>To implement instant intervention / challenge based upon daily assessment and next steps in Key Stage 2.</p>	<p>Overall attainment improved on previous year's results with 55% of pupils reaching the expected standard in reading, writing and maths. 82% of pupils reaching expected standard in reading; 64% in writing; 55% in maths and 45% in grammar, spelling and punctuation.</p> <p>50% of disadvantaged pupils reached the expected standard in reading, writing and maths compared to 22% the previous year. This is broadly in line with national statistics.</p> <p>83% of disadvantaged pupils achieved the expected standard in reading; 50% in writing; 50% in maths and 33% in grammar, spelling and punctuation. This compares to non-disadvantaged pupils achieving the expected standard in reading, writing and maths 60%; reading 60%, writing 80%, maths 60%, grammar spelling and punctuation 60%.</p>	<p>Attainment has improved on the previous year's results by in RWM. There was an increase of 26% in the amount of pupils achieving the expected standard in RWM.</p> <p>The percentage of disadvantaged pupils achieving the expected standard in RWM increased from 14% to 50%. In comparison the percentage of non-disadvantaged pupils achieving the expected standard in RWM increased from 40% to 60%.</p> <p>Attainment and progress have improved for disadvantaged pupils this year. We will continue to use similar approaches to maintain this improvement. A greater focus will be put on challenging more able disadvantaged pupils and ensuring a greater percentage achieve greater depth.</p> <p>There will be a focus on writing, including spelling and grammar to ensure the gap is narrowed between disadvantaged and non-disadvantaged pupils.</p>	
<p>B. To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Particularly focusing on the current Year 2 gap in reading progress for</p>	<p>Maintain and fully fund RWI programme and development days in EYFS and Key Stage 1.</p> <p>Speech and language blast session and 1:1 speech and language sessions in Reception and Nursery.</p> <p>Continue to implement targeted intervention sessions in KS1.</p> <p>Continue to implement</p>	<p>At KS1: The gap between FSM6 pupils in the school and FSM6 pupils nationally is greater than 1 pupil. And the percentage of FSM6 pupils in the school reaching the expected level in RWM is higher than the percentage of FSM6 pupils nationally.</p> <p>Reading: the percentage of FSM6 pupils in the school reaching the expected level in Reading is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils in reading last year.</p> <p>Writing: the percentage of FSM6 pupils in the</p>	<p>Continue the approaches used to maintain and improve on the results this year in KS1. Ensure there is capacity to provide opportunities for more able disadvantaged learners to achieve greater depth in all areas of the curriculum through quality first teaching and enrichment opportunities.</p>	

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<p>disadvantaged pupils and the progress gap in writing for current Year 6 disadvantaged pupils</p>	<p>targeted intervention sessions in KS2.</p> <p>Continue to implement targeted sessions in EYFS.</p> <p>Fully fund a part time assistant to continue to deliver targeted intervention programs across KS2 such as First Class @ Writing, reciprocal reading and Success @ Arithmetic.</p> <p>Continue to offer teaching assistants CPD opportunities to develop skills in line with school improvement priorities.</p>	<p>school reaching the expected level in Writing is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils last year.</p> <p>Maths: the percentage of FSM6 pupils in the school reaching the expected level in Maths is higher than the percentage of FSM6 pupils nationally.</p> <p>The percentage of disadvantaged pupils reaching the expected level at KS1 from each starting point is in-line with the results across North Tyneside.</p> <p>KS2</p> <p>Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally.</p> <p>Reading:</p> <p>The gap between FSM6 pupils in the school and FSM6 pupils nationally is greater than 1 pupil. The percentage of FSM6 pupils in the school reaching the expected level in Reading is higher than the percentage of FSM6 pupils nationally. FSM6 pupils out performed non FSM6 pupils.</p> <p>Writing:</p> <p>And the percentage of FSM6 pupils in the school reaching the expected level in Writing is lower than the percentage of FSM6 pupils nationally.</p> <p>Maths:</p> <p>Performance of FSM6 pupils in the school is in-line with the performance of FSM6 pupils nationally.</p>	<p>Continue approaches used in reading to ensure pupil attainment and progress is at least in line with national expectations.</p> <p>Continue to raise attainment in maths for disadvantaged pupils through targeted instant intervention.</p> <p>Disadvantaged children continue to underperform in writing compared to non-disadvantaged children and ways to address this need to be researched.</p>	<p>£20000 Approx</p>
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ii. Other approaches				
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
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<p>Providing funded enrichment activities inside and outside of school eg. Cookery, sports club, access coaching, dance clubs, French club, theatre trips, educational visits.</p> <p>Curriculum to be engaging and exciting encompassing the whole child and their education.</p> <p>All children in EYFS have been provided with wellies and waterproofs to experience the outdoor environment.</p> <p>Attendance incentive provided by external</p>	<p>2017/18 Attendance of FSM6 pupils was 80% compared to 96% of non FSM6 pupils. Despite targeted action, new attendance procedures and rigorous monitoring attendance continues to be a focus area.</p> <p>PA absence for 2017/18 was 43.5% for FSM6 pupils compared to 8.2% for non FSM6 pupils. This high percentage was addressed and details of this can be found in the appendix below.</p>	<p>Attendance and particularly persistent absence is still a major barrier to learning for disadvantaged pupils. However, strategies in place have had an impact. Please refer to the appendices below.</p>	

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8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above. There are several case studies available in school detailing the impact of specific strategies on specific pupils.