

# Pupil Premium Strategy including Evaluation of Impact

Summary information:					
<b>School</b>	Witton Middle School				
<b>Academic Year</b>	2018/19	<b>Total Pupil Premium budget</b>	£131,836.60 est.	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	418	<b>Number of pupils eligible for PP</b>	108	<b>Date for next internal review of this strategy</b>	September

Attainment 2017	Witton Middle School Pupils		Pupils Nationally	
<b>Year 5</b>	<i>KS1 data</i>		<i>KS1 SAT data used for comparison 2015</i>	
% achieving at least expected standard in reading	<b>All pupils</b>	86%	<b>All pupils</b>	90%
	<b>Disadvantaged</b>	75%	<b>Disadvantaged</b>	84%
	<b>Non-Disadvantaged</b>	91%	<b>Non-Disadvantaged</b>	93%
% achieving at least expected standard in writing	<b>All pupils</b>	76%	<b>All pupils</b>	88%
	<b>Disadvantaged</b>	60%	<b>Disadvantaged</b>	79%
	<b>Non-Disadvantaged</b>	83%	<b>Non-Disadvantaged</b>	91%
% achieving at least expected standard in maths	<b>All pupils</b>	87%	<b>All pupils</b>	93%
	<b>Disadvantaged</b>	80%	<b>Disadvantaged</b>	87%
	<b>Non-Disadvantaged</b>	90%	<b>Non-Disadvantaged</b>	95%
<b>Year 6</b>	<i>SATs 2018</i>		<i>KS2 National SATs</i>	
% achieving at least expected standard in reading	<b>All pupils</b>	68%	<b>All pupils</b>	75%
	<b>Disadvantaged</b>	49%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	74%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in writing	<b>All pupils</b>	69%	<b>All pupils</b>	78%
	<b>Disadvantaged</b>	43%	<b>Disadvantaged</b>	

	<b>Non-Disadvantaged</b>	76%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in SPaG	<b>All pupils</b>	72%	<b>All pupils</b>	78%
	<b>Disadvantaged</b>	51%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	78%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in Maths	<b>All pupils</b>	64%	<b>All pupils</b>	76%
	<b>Disadvantaged</b>	41%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	72%	<b>Non-Disadvantaged</b>	
% achieving all three (four) areas	<b>All pupils</b>	53% (51%)	<b>All pupils</b>	64%
	<b>Disadvantaged</b>	22% (22%)	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	62% (59%)	<b>Non-Disadvantaged</b>	
Year 7	<i>EoY7 TA</i>		<i>KS2 SAT data used for comparison 2017</i>	
% achieving at least expected standard in reading	<b>All pupils</b>	76%	<b>All pupils</b>	72%
	<b>Disadvantaged</b>	58%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	82%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in writing	<b>All pupils</b>	65%	<b>All pupils</b>	76%
	<b>Disadvantaged</b>	45%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	72%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in maths	<b>All pupils</b>	70%	<b>All pupils</b>	75%
	<b>Disadvantaged</b>	53%	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	76%	<b>Non-Disadvantaged</b>	

Attendance 2017/18	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	4.2%	All pupils	4.7%
	PP	6.5%	PP	6.6%
	Non PP	3.4%	Non PP	3.9%
% of sessions missed due to Overall Absence School (Boys)	All pupils	4.5%	All pupils	4.7%
	PP	7.0%	PP	
	Non PP	3.7%	Non PP	
% of sessions missed due to Overall Absence School (Girls)	All pupils	3.8%	All pupils	4.6%
	PP	6.0%	PP	
	Non PP	3.1%	Non PP	

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Inconsistency of approach towards pupil premium pupils due to staff changes
<b>B.</b>	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some pupils (including those eligible for pupil premium) are not as strong as they could be; this leads to an 'I can't' attitude and an over-reliance on adults and a detrimental effect on academic progress, with children feeling defeated when faced with challenging tasks; limited resources mean that pupils have to share texts/computers; Many pupil premium pupils lack the experiences of non-pupil premium pupils
<b>C.</b>	The gap for all subjects combined is too high and we need to further narrow this between pupil premium and non-pupil premium
<b>D.</b>	Many PP children do not have the knowledge to be able to reason in maths and respond in depth in English and thematic study;
<b>External barriers</b>	
<b>E.</b>	Many pupils come to school and are not accessing the curriculum due to their social and emotional needs;
<b>F.</b>	Attendance rates of pupil premium pupils; persistence absence rates. Gap needs to be further narrowed to be at least in line with national
<b>2. Desired outcomes 2018</b>	
<b>A.</b>	All staff clear on strategies effective in supporting pupil premium pupils and strategies are embedded within staff's teaching practice. Consistent approach to pupil premium in respect of teaching and learning (marking, monitoring and intervention.) Pupil premium pupils have good reading practise and comprehension skills
	<b>Success criteria</b>
	<p>Pupil premium rationale shared and adopted</p> <p>Evidence of progress in books due to following marking and feedback policy.</p> <p>Data shows pupil premium children's reading ages are increasing and standardised scores are improving</p> <p>Data shows gaps narrowing due to progress of pupil premium pupils in all cohorts</p> <p>Pupil voice of borderline children demonstrates classroom expectations for PP children have been adopted</p>

<b>B.</b>	Development of growth mindsets in pupils eligible for pupil premium which will improve levels of resilience, self-esteem, determination and independence.	<p>Resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved and evidence through growth mindset questionnaire and during lesson observations.</p> <p>PRIDE essentials embedded and evidenced through growth mindset questionnaire</p> <p>PRIDE essentials assessed and RAG (red, amber, green) rated in organisers/PSHCE books.</p> <p>Gap between attainment and progress for Pupil Premium children is reduced in all cohorts.</p> <p>PP area of observation sheet shows PP pupils demonstrating meta-cognitive attitude</p>
<b>C.</b>	Improved attainment of pupil premium children (including those classed as higher attaining) in English and maths with at least 64% (current National Expectation) across all three subject areas.	<p>Quality first teaching evident in learning walks/scrutinies</p> <p>Gap between pupil premium and non-pupil premium reduced in all cohorts</p> <p>PP achievement across all three areas will be in line with National Expectation</p> <p>Gap between PP and Non-PP to be reduced to 20% or lower across all 3 subject areas.</p>
<b>D.</b>	Revised approach to explicitly teach and provide opportunities for pupil premium children to understand and apply the vocabulary of English, maths and thematic study	<p>Meta-language within classrooms, books and working wall observed during learning walks and book scrutinies.</p> <p>Vocabulary sections in books/vocabulary quizzes</p> <p>Marking demonstrates modelled precision of vocabulary</p> <p>Planning reflects vocabulary required</p> <p>Knowledge organisers for all topic areas</p> <p>Year team meetings reflect discussions of teaching and learning of vocabulary and teaching consistent 'patter'.</p>

<b>E.</b>	Greater provision for social and emotional support; pupil premium pupils clear about support network and how to access them.	<p>Exclusions further reduced</p> <p>Behaviour points reduced</p> <p>Assemblies which signpost where to access support</p> <p>Pupil voice demonstrates children understand how to access support</p> <p>PSHCE books demonstrate coverage of emotional health</p>
<b>F.</b>	Attendance rates of pupil premium children will be at 97%+; Persistent absences reduced	<p>Attendance rate of pupil premium children will be in line with non-pupil premium</p> <p>Attendance rate of persistent absentees will reduce to 15% or lower</p>

**Planned expenditure**

**Academic year**                      **2018/9**

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>
<p>All staff clear on strategies effective in supporting PP pupils and strategies are embedded within staff's teaching practice to ensure consistency.</p>	<p>Effective feedback Timely intervention Pupil premium first children monitored/books marked Peer tutoring Clear direction of Teaching Assistant (TA) support Responsive mixed ability teaching Supplementing resources available Staff meetings to raise the profile of effective strategies for PP pupils 'Snap shot' and share effective classroom practise.</p>	<p>The Education Endowment Foundation (EEF) suggest that quality feedback can move children's learning on by up to 8months. However sustained professional development is required to improve feedback practice. At Witton, we believe that there should be a consistency of approach towards our PP pupils which will be achieved through clear classroom expectations and 'snap shooting' and sharing effective practise. To ensure intervention brings children up to where they need to be for the following lesson, we believe the teacher and class teaching assistant are the people to conduct intervention due to their knowledge of the children.</p> <p>The EEF also state that quality peer tutoring can improve children's learning by up to 5 months and mixed ability groupings will provide opportunities for this. We also believe that no ceiling should be put on a child's learning and groups within lesson should reflect the pupil's needs at that time. This is supported with the EEF evidence that</p>	<p>Pupil Premium lead to conduct Continuing Professional Development during autumn term staff meeting/ Teacher Education Day to raise the profile of PP children and strategies to meet their needs by refocusing on key classroom expectations for PP pupils.</p> <p>Introduce intervention diaries in September. Share expectations. Snap shot and share effective practise in October. PP information from lesson observations to be shared with PP lead.</p> <p>Half termly drop ins to monitor classroom expectations</p> <p>TA training managed by Lead TA and SENDCo.</p>	<p align="right">,£3000</p>	

<p>Develop growth mindsets in pupils eligible for pupil premium which improve levels of resilience, self-esteem, determination and independence.</p>	<p>Meta-cognition and self-regulation professional development with staff</p> <p>PSHCE sessions to encourage growth mindset Witton values</p> <p>Mentor link for targeted pupils</p> <p>Teach-Meets to share good practise</p> <p>Funding to supplement PP pupils at book fairs.</p> <p>Take over the hospital activity with university</p> <p>PP pupils a priority for external opportunities/ presentations</p>	<p>The EEF state Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Our PP children often lack the confidence to see their mobility in relation to learning. By focussing on self-improvement strategies, it is hoped that our PP students will believe that they are in charge of their progress and future.</p> <p>Staff need to be trained in what is meant by metacognition and how children can be supported in developing a progressive self-regulation attitude. This is part of quality first teaching and consistency in approach is essential. The EEF believe that staff need to explicitly teach and then model metacognition strategies.</p> <p>As a precursor to reading comprehension interventions, we believe it is important for children to want to read and providing them the opportunity to purchase a book of their own from the book fair will support this.</p>	<p>Growth Mindset to be a focus of PSHCE lessons at least fortnightly</p> <ul style="list-style-type: none"> <li>- Teach-meets to share good practise</li> </ul> <p>Pupil Premium Lead and PSHCE co-ordinator to monitor PSHCE books for evidence of growth mindset activities.</p> <p>Training to be given to staff on metacognition: What it is and why it is important.</p> <p>Growth mindset assemblies – see rota</p> <p>£5 book vouchers for autumn and summer term book fairs</p> <p>PP lead to facilitate 'Take over the hospital' activity.</p> <p>PP lead to monitor PP provision for positions of responsibility, attendance of clubs and intervention</p>	<p>£5,800</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>
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<p>Improved attainment of pupil premium children (including those classed as higher attaining) in English and maths with at least 64% (current National Expectation) across all three subject areas.</p>	<p>Data analysis Timely, targeted support for pupils identified in need of intervention Booster classes for Y6 SATs – start October Year 7 catch up sessions Sense of priority for pupil premium attainment Book scrutiny Learning walks Focused monitoring of borderline children Venn diagrams to identify PP children missing ARE in single/double area. Interleaving of knowledge in maths  Reading buddies and targeted comprehension sessions</p>	<p>The EEF suggest that small group tuition with a professional can improve learning by up to 4 months. In order to identify pupils effectively, both formative and summative assessments need to be adopted. It is also important that children falling behind are quickly identified through the data/books and supported through timely intervention. Dylan Williams suggests using a range of sized formative assessments to identify students requiring support. This is a strategy we intend to adopt. Additionally, children performing well need to be extended. We believe that by continuing to track the students rigorously, appropriate interventions will be actioned to support students at the time they need it to make progress. By pupil premium students being a sense of priority, our peripheral students will also benefit from the precision of support being provided.  Craig Barton and Chris Quiggley have referenced interleaving has been shown to increase the retention of students' learning and their ability to transfer it to other contexts. It is intended to adopt this approach within maths and SPaG  The EEF states that teaching precise comprehension strategies can improve a child's reading by up to 6 months; they also link this with metacognition strategies.</p>	<p>Regular (daily) formative assessments used to guide groupings and learning (all teachers) evidenced in intervention books collected in half termly and data and intervention tracked by Pupil Premium Lead. Teams to produce and apply unit assessments to be performed before unit ends to allow time for intervention. (Team Leader) Ragged (red, amber, green) data from unit formative assessment to be added to Sims (class teachers) Children not making progress to be a focus during pupil progress meetings  Pupil premium progress post unit assessments to be monitored by Pupil Premium Lead and cross- referenced with intervention books, attendance data, work-books and experiences. Intervention books collected in half termly and data and intervention tracked by Pupil Premium Lead Pupil premium focus during book scrutines conducted by Head, Deputy, Governors, English &amp; Maths lead and Year Team Leaders Termly data analysis (JH to produce analysis); team leaders to identify and move pupils forward during pupil progress meeting; Pupil Premium Lead to monitor) Reading buddies to commence in September with TA/Teacher supporting tricky children Booster classes commence in October</p>	<p>£65,000</p>	
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<p>Revised approach to explicitly teach and provide opportunities for pupil premium children to understand and apply vocabulary of English, maths and thematic study</p>	<p>Meta-language explicit within classrooms and books</p> <p>Marking demonstrate modelled precision of vocabulary</p> <p>Planning identifies vocabulary required; knowledge organisers</p> <p>Consistency of teaching 'patter'</p> <p>Year team and TA meetings discuss teaching and learning of vocabulary</p> <p>Raised profile of vocab</p> <p>Increased resources</p> <p>Preteach subject vocabulary/vocabular y quizzes</p>	<p>Our data and observations of the children lead us to believe many PP children's progress is hampered though lack of vocabulary knowledge. The EEF suggests that oral language interventions can increase children's vocabulary by up to 5 months, but that this is increased when in a learning context. It is therefore important that staff are clear on the language expectations and apply these consistently with the pupils – consistency and repetition lead to reinforcement and retention. The generous nature of pupil premium children often means they relinquish resources to others. We have decided that pupil premium children need to have their own equipment/books to have fair access.</p> <p>Many of our children find their working memory is over-loaded so tasks become challenging. The teacher tool kit references 5 ways to get knowledge to stick: knowledge organisers, low stakes testing, self-quizzing, memory platform and choral response. By improving content of long-term memory, we hope to free up our children's working memory and for them to retain concept and procedures.</p>	<p>Senior Leadership Team learning walks to observe (half termly). This will include book scrutinies</p> <p>Planning scrutiny (each unit) Teams evidenced in minutes of team meetings</p> <p>Knowledge organisers to be shared on the staff shared learning area</p> <p>Pupil Premium Lead to ensure pencil cases and texts are provided for pupil premium and disadvantaged children.</p>	<p>£15,000</p>	
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<p>Greater provision for social and emotional support; Pupil Premium pupils clear about support network and how to access them.</p>	<p>Behaviour mentor and family support worker employed Pupil Premium I-Lead to identify additional enrichment opportunities for PP pupils Assemblies Reach for well-being Mentoring (in class) Uniform Equipment Educational Psychologist Positive praise approach towards behaviour</p>	<p>On average, Social, Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) We are aware that some of our pupil premium children have a high level of need and are supported. With SEL having an influence of an additional 4 months, it is important to raise our pupil premium children's self-esteem which may take the form of off-site visits, representing the school, sporting clubs, careers' days etc.</p> <p>The school will be using Paul Dix's behaviour ideology to further develop our positive school ethos.</p>	<p>Behaviour mentor employed Pupil Premium Lead to actively seek additional learning experiences for pupil premium: cadets, outdoor learning, school productions; teams and clubs.</p> <p>Pupil Premium Lead to monitor pupil premium children's take-up of sport and leadership opportunities (e.g ambassadors) Pupil Premium Lead to attain pupil voice (Summer term)</p>	<p>£40,000</p>	
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**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
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<p>Attendance rates of pupil premium children will be at 97%+;</p>	<p>Breakfast club  First day calling  PP TA to support absent PP pupils with catching up with missed learning  Educational Welfare Officer  Intervention conversations by teachers/PP lead/Behaviour mentor  Attendance rewards</p>	<p>Our data showed that our pupil premium children's attendance is lower than our non-pupil premium children. Children need to attend school if they are to make progress. National Foundation for Educational Research (NFER) briefing for school leaders identifies addressing attendance as a key step. First day calling opens lines of communication with families and has already been successful in improving children's attendance. Discussions with pupils may indicate areas where students can be supported by the school. Additionally, OFSTED believe that no group should be disadvantaged by low attendance and, with this in mind, the PP TA will support children who have missed learning with catching up with their class; this may be 1:1, or 1 to small group depending on need.</p>	<p>Office to monitor daily absence.    Class teacher to monitor pupil absence – send attendance letters (via office) where necessary.    Pupil Premium Lead and Head Teacher to identify students from data half termly    Julie Higgins to give PP TA weekly data of absentees to support with catching up    Teachers to actively invite children with low attendance to breakfast club</p>	<p>£5,000</p>	
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3. Review of expenditure				
Previous Academic Year		2017-18 Total spend £120,126.50		
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
All staff clear on strategies effective in supporting PP pupils and strategies are embedded within staff's teaching practice to ensure consistency.	Staff meeting to ensure the profile of PP children is raised; Clear classroom expectations published for clarity to included these strategies :Effective feedback, timely intervention, Pupil premium first children monitored/books marked; clear direction of Teaching Assistant (TA) support; responsive mixed ability teaching; supplementing resources available	<p>Staff meeting to raise the profile of PP have resulted in comments from staff stating that a film shown showed the importance of spending more time with the PP students which was what they now intended doing.</p> <p>Staff have been using regular intervention slots to target PP and non-PP pupils' gaps in learning. However, there is an inconsistency in approach for monitoring PP intervention.</p> <p>Classroom expectations for PP has been devised.</p> <p>Pencil cases provided to be used by any child who is without equipment.</p> <p>Pupil voice demonstrates that some key messages are transferring into the classroom.</p>	<p>It is important to retain a high profile for PP pupils and ensure they are a priority. Key dates to be timetabled for revisiting successful strategies and expectations. These expectations will be monitored by the Pupil Premium Lead.</p> <p>Diaries to be purchased to formalise recording of intervention. Dates to be put in the diary for monitoring of interventions against key pupils. Snap shot good practise and share during staff meetings.</p> <p>Classroom expectations to be shared with staff and monitored during learning walks/dropins; snap shot and share good practise during staff meetings.</p> <p>Refills for pens required as they run out quickly; children really appreciate not being identified as PP when requiring equipment.</p>	Total £2218
ii. Targeted support				
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>Develop growth mindsets in pupils eligible for pupil premium which improve levels of resilience, self-esteem, determination and independence.</p>	<p>Raise the profile of meta-cognition and self-regulation (mindfulness) Timely intervention by a teaching professional PSHCE sessions to encourage growth mindset Witton values  Mentor link for targeted pupils</p>	<p>Resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations. 6/2/18 quality first teaching evident in sampled group of Pupil Premium children in year 6.</p> <p>PRIDE essentials embedded and evidenced through growth mindset questionnaire following growth mindset day.</p> <p>Pupil voice demonstrated that PRIDE essentials are still in the process of being embedded within the classroom.</p> <p>Pupils self-esteem raised through book vouchers for book fair.</p>	<p>For growth mindset to have an impact on learning it needs to be embedded in daily practice. The organisers are not the best place to keep track of progress; the PSHCE books may be a better option. An expectation of growth mindset focus in PSHCE at least fortnightly would benefit all students. This has been agreed with the PSHCE co-ordinator. Teach-meets to share good practise.</p> <p>Funding needs to be allocated to ensure PP and VIP students have access to computers, textbooks, reading books to come from this year's budget.</p> <p>Staff to be trained on metacognition what it is and why.</p>	<p>£1587</p>
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<p>Improved attainment of pupil premium children (including those classed as higher attaining) in English and maths with at least 61% (current National Expectation) across all three subject areas.</p>	<p>Track progress through data analysis Timely, targeted support for pupils identified in need of intervention Booster classes for Y6 SATs Year 7 catch up sessions Sense of priority for pupil premium attainment Book scrutiny and Learning walks to identify areas of strength and improvement.</p>	<p>Quality First Teaching – an area for feedback regarding to PP pupils has been added to the lesson/learning walk/book scrutiny feedback sheet. Our SEF states that most teaching is good or better.</p> <p>22% PP pupils achieved combined ARE compared with 25% last year.</p> <p>Data used to identify PP and non-PP children who required additional support. Booster sessions were positive for those students who attended. 86% of PP pupils attending made progress in maths; 57% of PP pupils attending made progress in reading.</p> <p>Staff have been using regular intervention slots to target PP and non-PP pupils' gaps in learning. Some intervention sessions were during key subject sessions.</p> <p>Emails sent to encourage staff to hold PP pupils not reading to account/supporting their reading behaviours.</p> <p>Although data against ARE (Age Related Expectation) demonstrates the gap between PP and non-PP is narrowing, it is not narrowing in all cohorts. Students standardised scores show that the PP children are making progress towards ARE. Progress against standardised scores demonstrated that 70% PP children were making progress in Maths; 73% in SPaG; 69% in Reading. In year 5, 61% are making progress in spelling.</p>	<p>PP Lead to timetable monitoring dates related to PP progress data. Book scrutinies and lesson observations to be focussed on cuspy children to identify areas of support.</p> <p>Venn diagrams to be used to identify key PP pupils needing intervention in single areas – pupil progress meetings.</p> <p>Staff felt that these sessions needed to start sooner. Also, that they needed to be during the school day to optimise attendance. (Use year 5 data to identify children and begin interventions in October)</p> <p>Cover Teaching Assistant to be appointed to work with classes during negotiated sessions to optimise learning.</p> <p>To embed quality reading behaviours, Greater Depth Y7 readers will be trained to work with key Y5 and Y6 pupils to ensure they are reading and quizzing regularly. Pupil Premium Lead to monitor these children at half termly intervals.</p> <p>Pupil Premium Lead to use data to identify key students not making progress, select pupils for a targeted book scrutiny and provide support.</p>	<p>£67,251</p>
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
Revised approach to explicitly teach and provide opportunities for pupil premium children to understand and apply vocabulary of English and maths	<p>Meta-language explicit within classrooms and books</p> <p>Marking demonstrate modelled precision of vocabulary</p> <p>Planning identifies vocabulary required</p> <p>Year team and TA meetings discuss teaching and learning of vocabulary</p> <p>Raised profile of vocab</p> <p>Increased resources</p> <p>Preteach subject vocabulary</p> <p>Talk for writing</p>	<p>In the best classrooms Meta-language within classrooms, books and working wall was observed during learning walks and book scrutinies.</p> <p>Some marking demonstrates modelled precision of vocabulary</p> <p>Team planning reflects vocabulary required</p> <p>Year team meetings reflect discussions of teaching and learning</p> <p>Purchase additional class readers to support access of quality texts for all</p>	<p>There needs to greater consistency across the classes within year groups. The Classroom expectations for PP children should support this. Secure consistency of 'patter' across the school.</p> <p>Book scrutinies need to take place at regular intervals to ensure vocabulary in planning is reflected in the classroom.</p> <p>In maths lessons, examples could be used to support vocabulary in a context. (adapted Craig Barton)</p> <p>In English, meta language needs to be embedded.</p> <p>Topic vocabulary mats need to be widely available in other curricular areas. More opportunities to pre-teach key topic vocabulary with images. (PP TA)</p> <p>The importance of knowledge as a foundation demonstrates that knowledge organisers are required to support our children's learning in all subject areas.</p>	£6,518

<p>Greater provision for social and emotional support; Pupil Premium pupils clear about support network and how to access them.</p>	<p>THRIVE practitioner Whole school THRIVE approach Teaching Assistant employed for outdoor learning Pupil Premium I-Lead to identify additional enrichment opportunities for PP pupils Assemblies Reach for well-being Mentoring (in class) Uniform Equipment Educational psychologist</p>	<p>Pupil voice showed that pupils need signposting towards areas of support. Most recognised the teacher/adults as a provider, but were less aware of other avenues offered by the school. There were two PSHCE lessons with a mental health focus in the summer term and a health week. PP pupils have been a priority for interventions, positions of responsibility and for attendance of external events Exclusions reduced from 8.9% PP children to 5.0% Assemblies which signpost where to access support have occurred throughout the year. Pupils are attending enrichment experiences in school time, but it was noticed that the majority of students who chose to stay in school during Y7 activity week were PP.  Self-esteem to be increased through allocation of book vouchers for book fair.</p>	<p>Assemblies need to continue to keep well-being a high profile with a particular focus on signposting avenues of support. PP students to continue to be a priority for interventions and opportunities.  One PSHCE session a fortnight to have a THRIVE/Growth mindset focus to ensure all children's emotional needs are supported.  Employ a behaviour mentor who can also offer family support.  Continue to develop opportunities for external experience.  Year 7 team leader and Pupil Premium Lead to speak to specific Year 7 parents to ensure support PP uptake of Year 7 activity week  Feedback from staff and parents/carers regarding the positive impact of being able to have a book from the book fair demonstrates that this must continue next year.</p>	<p>£38,536</p>
<p>Attendance rates of pupil premium children will be at 97%+;</p>	<p>Breakfast club First day calling Alternative provision for PP on P/T time table Educational Welfare Officer Intervention conversations by teachers Attendance rewards</p>	<p>Attendance rates are improving (AH data) Targeted children invited to breakfast club with limited impact.  First day calling has resulted in some absentees arriving mid-morning.  Attendance conversations have been held with parents at consultation evenings.  The absentee rate of PP pupils has reduced from 25.&amp;% too 15% compared with non PP absentee rage reducing from 4.6% to 4&amp;</p>	<p>Breakfast club staff to move to main breakfast club with a focus of giving attention to PP students. Teaching staff to actively invite PP students with poor attendance/who they are concerned about for a complementary breakfast at breakfast club.  First day calling to continue  JH to give PP TA list of PP absentees so support is in place to help PP students who have been absent catch up with learning missed.</p>	<p>£4016.50</p>