



**Pupil Premium
Awards 2015
National Finalist**

Primary schools and others
with published KS2 results

Zetland Primary

Pupil Premium Strategy and Impact Document

2017-18

CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS A PUPIL PREMIUM STRATEGY

Possible barriers to educational success:

- School deprivation indicator is placed in the highest quintile (0.31 compared to national 0.21) 2015-16 figures (Raise on line)
- Last year FSM was double to NA of 50.2% to 25.2 %. 2015-16 figures (Raise on line)
- Parental unfamiliarity with the school environment, teaching methods and expectations with lack of parental expectations about how education can positively impact upon their child's life chances
- Parental reluctance to engage with school
- Inconsistent parenting skills resulting in issues impacting on social and emotional development, presentation for school, health, and educational success
- Inconsistent school attendance from Nursery onwards
- Low attainment in academic and social skills on entry into nursery: pupils are well below the national average for age related expectations in the Early Learning Goals particularly in PRIME areas of learning – speaking and listening, social development, early literacy and numeracy skills
- Language and Communication skills on entry to school at EYFS 1 (Nursery) are significantly lower than what would be regarded as typical for many children of a similar age
- The need to make accelerated progress in core Literacy and Numeracy skills from these starting points in order to close the gap with their peers and leave the primary age with an ability to educationally compete at secondary school
- School stability figure is lower than NA 83% to 85% showing the population is more transient than the NA (Raise on line)
- Low levels of employment
- Pupils have limited learning opportunities and wider experiences

Impact of current provision for Pupil Premium children Academic Year 2016-17 (also ref to Pupil Premium review)

EYFS

- EYFS results show improving trend for GLD from 2014 (40%) to 2016 with PP in line with non PP GLD (67% /63%) for 2016. All PP children in 2017 made progress from starting points despite 33% attaining GLD.

KS1

- 100% of Pupil Premium girls attained age related expectations Reading, Writing and Maths by the end of Key Stage 1 outperforming Non-Pupil Premium nationally

KS2

- Disadvantaged KS2 pupils' attainment and progress was above Nation Average for Non-Pupil Premium children in reading, writing and maths

Priorities

EYFS

- Improve outcomes for disadvantaged pupils in EYFS so that their Good Level of Development matches national average

KS1

- Improve outcomes for disadvantaged pupils in phonics so that by the end of Year 1 their attainment matches national average
- Improve outcomes for disadvantaged boys to close the learning gap towards National Average for Non- Pupil Premium in Reading, Writing and Maths

KS2

- Ensure KS2 narrows in school gap for PP children at the higher levels of attainment in Reading, Writing, Spelling Punctuation and Grammar (SPAG) and maths
- Ensure school maintains current trends of high achievement of Pupil Premium children in all subjects

Year Group Raising Achievement Plans (RAPs) completed by all staff evaluated and altered where required to ensure effective progress is made

Teaching assistants make significant impact upon rates of progress by the end of KS2 to ensure attainment gap is closed for PP children

Governors can effectively challenge the use and impact of PP funding

School 2015: National PP Award winner (PP Awards)

Website is compliant with new Dfe requirements:

In the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

The current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.

Overview

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals, those looked after by the Local Authority and children of armed service personnel.

The Pupil Premium for 2016 -17 is allocated to Local Authorities and schools with pupils on roll during census taken in October 2016 and January 2017 that are known to have been eligible for Free School Meals at any time in the last six years.

All schools are required to report how the grant is being used to support pupil achievement and progress in their school.

Zetland Primary have received through Pupil Premium Funding:

April 2016 –March 17 £132 000

April 2017 – March 2018 £118 800

Principles

Zetland Primary will ensure that:

- ☐ **teaching and learning opportunities will be targeted to meet the needs of all pupils**
- ☐ **the grant is used to best support vulnerable groups of children so that they achieve or exceed their potential**
- ☐ **children's emotional, social and academic needs will be catered for in order for children to achieve their potential**

In distributing the grant we also recognise that:

- ☐ **not all children who are in receipt of Free School Meals are socially disadvantaged**
- ☐ **not all children who are socially disadvantaged are registered for school meals**

As a result we reserve the right to allocate Pupil Premium to support any pupil or groups of pupil we feel are vulnerable in order to raise their levels of attainment so that their life chances improve.

Outlined below is a summary of how the Pupil Premium has been allocated for 2017-18 (£118,000):

Early Years Foundation Stage:

- Provision of additional staffing to provide one to one and group support for targeted pupils particularly in Prime areas of learning (Communication Language, Personal, Social and Emotional Development) and specific areas of Reading, Writing and Maths £14 851
- BLAST 2 phonics resources to aid early language development £631
- Additional nominated Teaching Assistant role to continue Speech and Language support for individual children following on from intervention from the Speech and Language service £ 1947
- Additional support at lunchtime to help children's progress in the core areas of Social, Emotional, Physical and Communication and Language development £2 553
- Additional hours for EYFS1 teachers to complete home visits £2015

Key Stage 1

- Provision of Intensive Reading support delivered by a Reading Recovery Trained teacher to accelerate children's reading skills £24,039
- Support for one to one reading and phonics provision £2,364
- Provision of additional Higher Level Teaching Assistant £3,585
- Support for additional Teaching Assistant hours to deliver interventions to help children progress in literacy and numeracy including Speech and Language intervention from the Speech and Language Service £17,551
- Provision on Emotional Literacy Support Assistant (ELSA) £1,010

Key Stage 2

- Provision of additional Teaching Assistant hours to deliver support in class and targeted interventions £3,731
- Support for the Better Reading Partnership scheme £892
- Provision of ELSA £974
- Support of SAT revision resources for Y6 Pupil Premium children £190.68

Whole School

- Provision of Breakfast Club and Lunch Time Club to provide a healthy start to the day and support pupils throughout the school day £4955.5
- Support for after school clubs to engage children and provide high quality support for learning £1,343
- Provision of Early Help Support Worker £1,552
- Provision of Attendance Officer and additional office support to maintain systems £2850
- Provision of additional hours to support work of the Pupil Premium Champion £1,430
- Parental engagement opportunities such as curriculum workshops £2,500
- Provision of Structured Conversations to help parents and school identify and support children's needs £5759.38
- Additional hours to support attendance £1,958.57
- Additional Teaching Assistant hours for planning, preparation and intervention support £17,038
- Support for curriculum resources, rewards and subsidy of educational visits to support work in school £3,079.87

End of Key Stage 2, 1, Y1 Phonics and EYFS Pupil Premium Data

Key Stage 2

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2016			2017		
No. of pupils		Boys	Girls	Total	Boys	Girls	Total
School	Disadvantage	8	7	15	9	9	18
	SEN	3	1	4	5	2	7
	EAL	0	0	0	0	0	0
	LAC	0	0	0	0	0	0
SPaG* TEST	School Dis	75.0%	100.0%	86.7%	77.8%	88.9%	83.3%
	National Other	73.0%	83.0%	78.0%	73.0%	83.0%	78.0%
	GAP School Dis vs National Other	2.0%	17.0%	8.7%	4.8%	5.9%	5.3%
	National All	68.0%	78.0%	72.0%	68.0%	78.0%	72.0%
READING TEST	School Dis	87.5%	85.7%	86.7%	77.8%	88.9%	83.3%
	National Other	68.0%	76.0%	72.0%	68.0%	76.0%	72.0%
	GAP School Dis vs National Other	19.5%	9.7%	14.7%	9.8%	12.9%	11.3%
	National All	62.0%	70.0%	66.0%	62.0%	70.0%	66.0%
MATHS TEST	School Dis	75.0%	85.7%	80.0%	88.9%	88.9%	88.9%
	National Other	76.0%	75.0%	76.0%	76.0%	75.0%	76.0%
	GAP School Dis vs National Other	-1.0%	10.7%	4.0%	12.9%	13.9%	12.9%
	National All	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%
WRITING TA	School Dis	75.0%	100.0%	86.7%	77.8%	88.9%	83.3%
	National Other	73.0%	85.0%	79.0%	73.0%	85.0%	79.0%
	GAP School Dis vs National Other	2.0%	15.0%	7.7%	4.8%	3.9%	4.3%
	National All	68.0%	81.0%	74.0%	68.0%	81.0%	74.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	62.5%	71.4%	66.7%	66.7%	88.9%	77.8%
	National Other	56.0%	64.0%	60.0%	56.0%	64.0%	60.0%
	GAP School Dis vs National Other	6.5%	7.4%	6.7%	10.7%	24.9%	17.8%
	National All	50.0%	57.0%	53.0%	50.0%	57.0%	53.0%
	School Dis	36.0%	43.0%	39.0%	36.0%	43.0%	39.0%

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths co ** RWM - Reading, Writing TA

Key Stage 1

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2016			2017		
No. of pupils		Boys	Girls	Total	Boys	Girls	Total
School Dis Cohort	All	13	10	23	12	18	30
	PP	5	5	10	5	4	9
	SEN	1	3	4	4	0	4
	EAL	0	0	0	0	0	0
READING TA	LAC	0	0	0	0	0	0
	School Disadvantage	80.0%	40.0%	60.0%	20.0%	100.0%	55.6%
	National Other	73.0%	81.0%	77.0%	73.0%	81.0%	77.0%
	GAP School Dis vs National Other	7.0%	-41.0%	-17.0%	-53.0%	19.0%	-21.4%
WRITING TA	National All Pupils	70.0%	78.0%	74.0%	70.0%	78.0%	74.0%
	National Dis	54.0%	65.0%	60.0%	54.0%	65.0%	60.0%
	School Disadvantage	80.0%	40.0%	60.0%	20.0%	100.0%	55.6%
	National Other	61.0%	75.0%	68.0%	61.0%	75.0%	68.0%
MATHS TA	GAP School Dis vs National Other	19.0%	-35.0%	-8.0%	-41.0%	25.0%	-12.4%
	National All Pupils	59.0%	73.0%	65.0%	59.0%	73.0%	65.0%
	National Dis	42.0%	58.0%	50.0%	42.0%	58.0%	50.0%
	School Disadvantage	60.0%	40.0%	50.0%	40.0%	100.0%	66.7%
SCIENCE TA	National Other	74.0%	76.0%	75.0%	74.0%	76.0%	75.0%
	GAP School Dis vs National Other	-14.0%	-36.0%	-25.0%	-34.0%	24.0%	-8.3%
	National All Pupils	72.0%	74.0%	73.0%	72.0%	74.0%	73.0%
	National Dis	56.0%	59.0%	58.0%	56.0%	59.0%	58.0%
	School Disadvantage	60.0%	40.0%	50.0%	40.0%	100.0%	66.7%
	National Other	82.0%	86.0%	84.0%	82.0%	86.0%	84.0%
	GAP School Dis vs National Other	-22.0%	-46.0%	-34.0%	-42.0%	14.0%	-17.3%
	National All Pupils	79.0%	84.0%	82.0%	79.0%	84.0%	82.0%
	National Dis	65.0%	72.0%	69.0%	65.0%	72.0%	69.0%

Year 1 Phonics Pupil Premium Outcomes

School Dis vs National - Phonics Screening 2015-2017 - the expected standard - 32 out of 40

Zetland Primary		2015			2016			2017		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	15	10	25	11	18	29	17	12	29
School Disadvantaged Cohort	School Disadvantage	6	5	11	4	4	8	6	8	14
	SEN	1	1	2	2	0	2	2	0	2
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	83.3%	40.0%	63.6%	25.0%	100.0%	62.5%	66.7%	62.5%	64.3%
	National Other	74%	81%	77%	76%	83%	79%	79%	86%	83%
	GAP School Dis vs National Other	9.3%	-41.0%	-13.4%	-51.0%	17.0%	-16.5%	-12.3%	-23.5%	-18.7%
	National All Pupils	70%	78%	74%	73%	81%	77%	77%	84%	81%
	National Disadvantage	56%	66%	61%	60%	70%	65%	64%	74%	69%

EYFS Pupil Premium Outcomes

EYFS 2015-2017 - Good Level of Development Analysis

Zetland Primary		2015			2016			2017		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	11	20	31	16	12	28	15	14	29
School Disadvantage	School Disadvantaged	4	4	8	5	7	12	3	6	9
	SEN	2	0	2	3	0	3	1	1	2
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	0.0%	100.0%	50.0%	40.0%	85.7%	66.7%	33.3%	33.3%	33.3%
	National Other	61.0%	77.0%	69.0%	65.0%	79.0%	72.0%	65.0%	79.0%	72.0%
	GAP School Dis vs National Other	-61.0%	23.0%	-19.0%	-25.0%	6.7%	-5.3%	-31.7%	-45.7%	-38.7%
	National All Pupils	59.0%	74.0%	66.0%	62.0%	77.0%	69.0%	62.0%	77.0%	69.0%
	National Disadvantaged	43.0%	60.0%	51.0%	46.0%	63.0%	54.0%	46.0%	63.0%	54.0%

Internal Attainment Results showing progress of PP and Non PP children 2017

In school data for end of year 16-17 (July)

Explanations for gradings

- Not meeting year groups expectations
- = working within year group expectations but not fully secure
- + met the majority of year group objectives
- M Mastery – attainment targets have been met with a greater depth of understanding

Attainment measured over the academic year from KS1 to end of year

Expected progress = 1 point per term

Writing

Summer 2017 results	KS1 results PP	KS1 results Non PP	PP Progress KS1 –to end of KS2 year	Non PP Progress KS1- to end of KS2 year	Comment
Year 2	9 results 2= 24.89	20 results 2+ 25.50			Attainment gap Comparatively smaller group
Year 3	10 results 2= 25.20	13 results 2+ 25.54	11 results 28.18 3= 2.98 progress points	14 results 28.43 3= 2.89 progress points	Progress similar 2+ at KS2 becoming 3= issue for some children Progress below 3 points per year + 0.10 positive progress score
Year 4	16 results 24.75	10 results 25.00	15 results 31.13	10 results 31.70	Attainment difference -0.25 Progress equal to or above 3 points per year

	2= 13 results 25.08 2=	2= 13 results 25.08 2=	4= 6.38 progress points 15 results 34.73 5+ 9.65 progress points	4+ 6.70 progress points 14 34.50 5+ 9.42 progress points	Progress gap of – 0. 32 from similar starting points Very similar attainment and performance Progress equal to or above 3 points per year
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Reading

Summer 2017 results	KS1 results PP	KS1 results Non PP	PP Progress KS1 –to end of KS2 year	Non PP Progress KS1- to end of KS2 year	PP Comment
Year 2	9 results 2= 25.44	20 results 2+ 25.80			Attainment gap – 0.36 Comparatively smaller group PP Attainment higher than writing
Year 3	10 results 2= 25.20	13 results 2+ 25.77	11 results 28.36 3= 3.16 progress points	14 results 28.71 3+ 2.94 progress points	Positive progress gap for PP of + 0.22 Progress equal to or above 3 points per year
Year 4	16 results 24.94 2=	10 results 25.50 2+	15 results 31.33 4= 6.39 progress points	10 results 31.80 4+ 6.30 progress points	Progress equal to or above 3 points per year +0.09 positive progress gap Similar progress to non Pupil Premium children
Year 5	13 results 25.31 2=	13 results 25.38 2=	15 results 34.87 5+ 9.56 progress points	14 35.00 5+ 9.62 progress points	Very similar high attainment and performance Progress equal to or above 3 points per year -0.06 progress points

Maths

Summer 2017 results	KS1 results PP	KS1 results Non PP	PP Progress KS1 –to end of KS2 year	Non PP Progress KS1- to end of KS2 year	PP Comment
Year 2	9 results 2= 25.44	20 results 2M 25.95			Attainment gap -0.51 Comparatively smaller group PP Attainment higher than writing
Year 3	10 results 2= 25.20	13 results 2+ 25.62	11 results 28.27 3= 3.07 progress points	14 results 28.57 3+ 2.95 progress points	Positive progress gap for PP of + 0.12 Progress equal to or above 3 points per year
Year 4	16 results 25.00 2=	10 results 25.30 2=	15 results 31.33 4= 6.33 progress points	10 results 31.90 4+ 6.60 progress points	Attainment gap -0.30 Progress equal to or above 3 points per year -0.27 progress score
Year 5	13 results 25.38 2=	13 results 25.46 2=	15 results 34.60 5+ 9.22 progress points	14 34.71 5+ 9.26 progress points	Very similar high attainment and performance Progress equal to or above 3 points per year

Pupil Premium Strategy 17-18

ACTIONS Whole School	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure that PP children are identified on all documents that monitor performance Review and evaluate progress regularly – at least half termly in teams, fed back to SLT/Govs Vulnerable Pupil Premium children to form part of Performance Management Pupil Premium data informs School Improvement Plans	Time for Planning Days PPA taken in teams SLT meetings	Tracking System Standards Meetings Analysis from SIMS RAP plans RAISE Team Meetings	Half termly for all documents linked reviewed And actions taken	SLT Team Leaders Teachers and TAs	Data analysis comparing PP and peers shows gap is diminishing towards National figures for all Pupil Premium children
All teaching staff/ TAs, Pupil Premium Champion and PP Governor are aware of impact of PP provision on individuals and cohorts of PP children		Tracking Assessment sheets Termly Standards Meetings HT report PP Governor work in school (action plan)	Staff and governors share attainment outcomes , current provision and areas of need for PP children termly	HT SLT PP Governor	Provision effectively addresses individual needs and through close monitoring support is fit for purpose PP Governor is able to provide the role of critical friend to inform provision
Ensure Breakfast club available to PP children and priced at affordable rates	2x Staff Learning resources and toys Foodstuffs Training for Food hygiene and Safeguarding courses	Register for Breakfast club SIMS data	Regular meetings with breakfast club staff Promote service via letters, website, parents evening	HT/SLT Half termly	Pupils have a settled start to the day Attendance is positive Learning needs are met e.g games played are social/educational Homework, reading can be done
Ensure Pupil Premium children can access support for emotional, mental health and wider health needs through accessing our Early Help Team:	ELSA Early help Worker Attendance Officer	Accessing services Information shared with class teacher/ wider services where relevant Liaison with School Nurse, Ed Pysch, LA services Attendance statistics Attainment outcomes show improved achievement	6 week case reviews ELSA Monthly case reviews with Early Help Worker Termly Standards Meetings	Team Meetings 1x per week SLT meetings Standards Meetings Regular updates /liaison between key staff, class teachers and families timescales appropriate to the individual child	Barriers to learning reduced by improved presentation, attendance, behaviour, health, Achievement in school improves by school provision being targeted to need as Relevant support services accessed e.g Ed Pysch, School Nurse,
Pupil Premium children are able to access learning enrichment support during dinner times	Additional Play Facilitator at lunch time for KS1 and 2 children Additional Play inc support for homework Facilitator	Attendance at Lunchtime club Children are able to access appropriate homework support	On going	Daily communication with teachers/TAs	All Reception PP children have directed activities modelling C and L, appropriate play e.g

A member of teaching/TA staff available throughout lunchtime to support individual pupils	in EYFS to support skills in CL, number and social skills such as sharing,				nursery rhymes, singing, counting etc KS1 and 2 children have appropriate support to enable emotional, social and learning needs to be met during lunch time
KS1 and 2 have improved opportunities for sport to promote competition, well being and health	2 x TA sport specialism	Sport participation Representation of school at events Selection at higher levels	Half termly RAPS	Teams SLT	Increased engagement in sport and competitions improves focus, engagement and progress in academic subjects Pupils gain a sense of school identity/pride by competing successfully against other schools
Pupil Premium children are prioritised for attending wider enrichment opportunities including school trips, clubs, sporting activities and funding subsidised as appropriate	Trips Visits Participation in competitions and events	Curriculum planning Outcomes in books Photographs Portfolios (e.g Sports)	Termly	Teams SLT	Pupils enjoy learning, curriculum is engaging, enriched by real experiences so that application of skills is meaningful to pupils and outcomes improved

ACTIONS EYFS	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Early identification of need both before and on entering Nursery.	Home visits Get ready for Nursery Sure Start project. Outside agencies, SALT and Health visitors, Community Nursery Nurse.	Information gathering sheet completed during home visits "Get ready for Nursery" letters given out if eligible i.e. not already part of the 2 yr program. Parents of children with specific needs are signposted to our Community Nursery Nurse who will then make a follow up appointment to see how she may be able to support those families.	A child's level of development and specific needs are assessed and reviewed after they have attended Nursery for 2 weeks.	Nursery team Parents SLT HT Standards Meetings termly	Home visits take place and any specific needs, e.g. speech and language issues, are identified and discussed with parents. Those children who are eligible attend "Get ready for Nursery".
Increased support needed for those children with low PSE, health and self care and language development	Increased staffing	Assessments show children who are operating below what is typical for their age.	Ongoing assessments.	Nursery team SLT HT Standards Meetings Termly	Children make progress in these areas and their independent skills improve.
To improve physical development.	First Funs Pen Pals Large playground play-purchase balance bikes donated by Friends of Zetland.	Planning Photos Observations Balance bikes purchased and used.	Termly	Nursery team SLT HT	First Funs and Pen pals are being implemented. Bikes and scooters are being used regularly.
Involving parents by providing workshops on reading, writing, maths. Working with parents to support	Time for planning, creating resource packs and implementing workshops.	Workshops take place.	Ongoing	Parents questionnaire completed afterwards to assess effectiveness. Team review comments.	Parents have a better understanding of how they are able to support their

behaviours in the home and school as needed.	Additional resources may need to be purchased for packs.				child with their learning in the early years.
Support for parents to provide guidance and activities to promote learning at home covering key areas of development	Firm Foundation Packs	Base line assessments indicate need to promote opportunities for learning beyond Nursery to help impact upon progress	Parent evening	Nursery team SLT HT	Parents develop use of Firm Foundation packs and enjoy using them to provide quality time and learning experience with their child
TA focused support on individual children to support Speech and Language following referrals 2x pm sessions	Developed according to Speech and Language reports	EYFS Reception planning and assessments	Weekly and in summary after support has concluded	EYFS Reception and TA	Children make accelerated progress in response to specific Speech and Language support
Additional staffing provides small group daily input for CLL, key words and one to one reading for PP children to accelerate progress	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on Key words and phonics strategies used to improve reading and writing skills to improve standards at entry to Y1
Additional staffing provides small group daily input for maths TAs provide additional modelling of key concepts with identified PP children	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on
Additional staffing provides small group daily input for PRIME with a focus on sharing and self-regulation TAs provide additional modelling of key concepts with identified PP children	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on
Curriculum theme, EYFS environment and activities ensure boys are engaged in and supported with their learning needs	As required by EYFS team	Data trend from EYFS GLD outcomes 2014-16	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on

ACTIONS KS1	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Teaching Assistant (TA) focused support on individual children to support Speech and Language following referrals 2x pm sessions	Developed according to Speech and Language reports	KS1 planning and assessments	Weekly and in summary after support has concluded	KS1 and TA	Children make accelerated progress in response to specific Speech and Language support Support narrows attainment gap in phonics for individual children
Additional TA staffing to provide small group support in Letter and Sounds so that Phonics results	Differentiated tasks using Letters and Sounds program Input provided covers Y1 phonic expectations	SPAG assessments	Weekly and half termly	Year 1 and 2 team	Children's progress accelerates identified by Raising Achievement Plans

improve for PP children to be in line with NA Pupil Premium children receive greater time and input to close gaps in phonics age expected attainment			Assessment are in line with Y1 phonic expectations		Assessments direct support required for individuals as they progress through the year to ensure progress in phonics is maximised.
Additional targeted support to accelerate progress in key areas of maths and literacy including in school and after school. Focus on vulnerable groups identified by assessment data.	Differentiated work to accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Children's progress accelerates
One to one time to support individual need	Differentiated work to support and accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Childs progress accelerates
Emotional Literacy Supper Assistant provided to respond to individual need as identified	Provided according to need identified. This may include referrals to relevant agencies such as Play therapy, Educational Psychologist, School Nurse etc	ELSA planning and records	Weekly and summary when support has concluded	ELSA, child, parents and tecaheer	Child's emotional well-being improves as needs have been met
Additional time to support after school clubs and enrich learning opportunities	Craft Club	Arts and crafts covered	N/A	N/A	Activities and crafts brought home to parents enrich and promote sense of enjoyment and value in school

ACTIONS Lower KS2	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Emotional Literacy Teaching Assistant provision for EYFS2 to KS2	ELSA x2 TAs Time for planning, assessment and review	Progress of individuals on assessment tracker RAPs C Poms Books Attendance	End of ELSA session Impact sheet	HT/SLT inc Safeguarding Team	Emotional needs and circumstances improve enabling progress and engagement to improve as a result
Additional targeted support to accelerate progress in key areas of maths and literacy including in school and after school	Differentiated work to accelerate progress	Year 3 and 4 planning and assessments	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA staffing to provide small group support in Spelling, Punctuation and Grammar	Differentiated SPAG tasks using Letters abd Sounds program	SPAG assessments	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA staffing to provide small group support guided reading and reading comprehension	Reading books and targeted work	Weekly records and reading assessments/test	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA support to one to one learning needs	Differentiated work to support and accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Childs progress accelerates

ACTIONS Upper KS2	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure additional TA or teacher time provided to PP children who are off target in maths, reading, SPAG, writing	TA/teacher	RAP Data tracking Evidence in books	Half termly Weekly	DHT/Team	Pupils attitudes to learning, misconceptions are rapidly addressed and progress improves
Additional enrichment time provided for PP children to practice/ overlearn key skills in maths and reading inc attendance at Early Morning Maths club	TA/ Teacher	RAP Monitoring of pupils who access additional time Outcomes in books/assessment tests	Weekly	DHT/Team	Key skills are revised so that confidence and application improves
Curriculum offer in literacy ensures that content extends pupil's understanding and use of language	Curriculum resources	Outcomes in books Engagement in lessons Texts chosen e.g Shakespeare, Byron, Blyton	End of learning sequence	DHT/Team	Pupil's literary knowledge, understanding and application improves Pupils can apply understanding to a wider variety of texts The quality of writing improves in terms of content.
Embed and apply spelling scheme through additional teaching time and homework focus	Schnoell Spelling scheme	Weekly spellings and independent writing	Weekly spelling Independent work	DHT/Team	Pupils develop a breadth and depth of vocabulary to which they can spell, understand and apply
PP children have access to small group reciprocal reading support	TA	Guided reading notes and evaluations	Weekly	TA/teacher	Use of higher order questioning improves pupils skills in summarising, retelling, analysing, justifying and evidencing answers
MILESTONES SDIP plans for PP linked to whole school targets RAP plans produced linked to individual needs and reviewed half termly Diary dates for parental events in place at the beginning of each half term					