

Pupil premium strategy statement

Biscovey Academy

1. Summary information

School	Biscovey Academy				
Academic Year	2018-19	Total PP budget	£117,140	Date of most recent PP Review	07/18
Total number of pupils	307	Number of pupils eligible for PP	97	Date for next internal review of this strategy	07/19

2. Current Attainment and Progress (Based on KS2 SATs 2018 results)

	<i>Disadvantaged Pupils</i>			<i>Non-Disadvantaged Pupils</i>		
	<i>School</i>	<i>LA</i>	<i>National</i>	<i>School</i>	<i>LA</i>	<i>National</i>
% achieving at least the expected standard in Reading	55	61	64	80	80	80
% achieving at least the expected standard in Writing	55	63	68	91	82	83
% achieving at least the expected standard in Maths	45	57	64	71	78	81
	<i>Disadvantaged Pupils</i>			<i>Non-Disadvantaged Pupils</i>		
	<i>School</i>	<i>National</i>		<i>School</i>	<i>National</i>	
Average Progress in Reading	-1.68	TBC		-2.1	0.3	
Average Progress in Writing	-1.19	TBC		+1.2	0.2	
Average Progress in Maths	-3.60	TBC		-2.6	0.3	

Past Attainment and Progress (Based on KS2 SATs 2017 results)

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
% achieving at least the expected standard in Reading	62	60	78	77
% achieving at least the expected standard in Writing	67	65	82	81
% achieving at least the expected standard in Maths	57	63	72	80

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
Average Progress in Reading	-0.69	N/A	-0.02	0.33
Average Progress in Writing	0.40	N/A	0.80	0.17
Average Progress in Maths	-2.49	N/A	-0.84	0.28

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	SEMH issues arising from Adverse Childhood Experiences affect many of our disadvantaged pupils. In some cases, this has resulted in low resilience, poor behaviours for learning and is having a detrimental impact on children's academic attainment and progress.
B.	The ability of higher ability disadvantaged pupils being able to make good progress and reach their full potential.
C.	Ensuring that disadvantaged children who have other complex needs and/or identified/identifiable barriers to learning (SEN, EAL, high mobility) have a full range of planned, supportive intervention which ensures that their full range of needs are being met and they have the ability to reach their full potential.
D.	Supporting and raising the aspirations of some disadvantaged children (linked to the County Education Strategy)

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Monitoring attendance rates of disadvantaged children and working with Education Welfare Officers to support and challenge low attendance and persistent lateness.
F.	Disengagement of some parents of disadvantaged children in their child's education. Raising and Maintaining high aspirations.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>A. School supports disadvantaged children who experience SEMH issues arising from ACE's and promotes emotional resilience. School is a Trauma Informed School.</p> <p>Detrimental impact of poor behaviours for learning on academic attainment and progress of that group of learners is reduced.</p> <p>"Motional Assessment Tool" identifies progress in areas relating to SEMH.</p>	<p>Focussed interventions led by Pupil Wellbeing and Behaviour for Learning Leader and supported by Teaching Assistants to work with identified vulnerable children. This will reduce the level of low and high level disruptions involving those students and the detrimental impact this may have on their own learning as well as the learning of others in the cohort. Monitoring of academic attainment and progress of those groups will show improvements in both. Motional Tool will show development in core areas relating to SEMH.</p>
<p>B. The attainment and progress gap that may exist between high ability disadvantaged learners and their non-disadvantaged high ability peers is narrowed.</p>	<p>Formative and Summative assessment data shows that disadvantaged high ability learners reach at least the same levels of attainment and progress as their non-disadvantaged peers.</p>
<p>C. Staff and parents are aware of the full range of barriers to learning which present themselves to individual children. They are aware of, and engage with, targeted intervention to meet this full range of specific needs and are aware of the intended impact of each discrete intervention.</p>	<p>Disadvantaged pupils who experience a broader range of barriers to learning receive a range of targeted support to discretely meet specific areas of need (e.g. SEND and EAL). This is monitored and measured for impact by staff using school Intervention Tracker.</p>
<p>D. Disadvantaged children are encouraged to aim high in all areas of school life to achieve their full potential (academic or otherwise).</p> <p>Achievements are celebrated and shared at class, cohort and school level.</p>	<p>Monitor how targeted groups of children engage in activities both within lessons and within the School's extensive after-hours provision (e.g. after school clubs). Assess impact on academic performance.</p>
<p>E. Increase attendance rates for disadvantaged pupils by understanding the reasons for poor attendance and offer appropriate challenge and support where appropriate. Develop role of Family Support Advisor to support those hard to reach families and offer advice and support.</p>	<p>Reduce the number of disadvantaged children who frequently appear in list of persistent absentees (attendance under 90%) and who frequently arrive at school late (before and after registers close). Aim for % attendance for disadvantaged to be in line with whole school. Case studies to show impact of work of Attendance Officer and team to support improving attendance.</p>
<p>F. Aspirations of parents of disadvantaged children, in terms of the expected levels of attainment and progress of their child, are as high as possible, with no glass ceiling on achievement. Parents provide excellent role models for their children by positive engagement in education opportunities.</p>	<p>Aspirations and expectations of parents are monitored through parent's consultation meetings and questionnaires. Engaging parents in having high expectations and aspirations of their children results in increased attainment and accelerated progress.</p>

5. Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?
Raising profile of disadvantaged children and those from vulnerable groups with whole school “Inclusion” focus.	Maintain role of Pupil Premium Champion. Champion has delegated responsibility for tracking attainment and progress of and level/type of intervention used for disadvantaged children and those from vulnerable groups. “Inclusion” to be included as standing agenda item at staff meetings.	Raising profile of vulnerable groups within school will ensure a greater “buy-in” from all staff and ensure that all staff are aware of what constitutes a vulnerability or a disadvantaged child. Ensures regular training opportunities are arranged and regular CPD to support the provision of bespoke intervention to support children from these groups.	Dedicated non-contact time allocated to PP champion to perform role and attend relevant training to support it. Regular meetings with PP Champion and Head of School to evaluate impact of role.	Head of School PP champion	Termly

Develop how we monitor the attainment and progress of children who are disadvantaged or from a vulnerable group and evaluate the impact of interventions to support those children.	Regular Pupil Progress Meetings to discuss impact of strategies. Introduction of Intervention Tracker to evaluate impact of focused interventions on disadvantaged children and those from a vulnerable group.	Trackers allow class teachers, PPC and Senior Leaders to rigorously and accurately track attainment and progress of individuals from vulnerable groups and closely monitor the impact of individual interventions.	PPC to regularly liaise with class teachers and ensure trackers and summary sheets are up to date and contain relevant tracking information. Dialogue between class teachers, PPC and Head of School ensures rapid and timely intervention where appropriate based on rigorous analysis of data.	Class Teacher Head of School PPC	Termly
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In-class additional support for disadvantaged children to ensure they are able to access teaching and learning effectively and have the opportunity to achieve their full potential in terms of attainment and progress.	Funding of additional in-class Teaching Assistants across the school to support teaching and learning of all pupils, including those who are disadvantaged.	<p>Evidence suggests that disadvantaged children often fail to reach their full potential from wave 1 quality teaching alone and require additional in-class support during lessons from experienced and competent teaching assistants to work alongside them, and other children, on a 1:1 or small group basis.</p> <p>The EEF Teaching and Learning Toolkit identifies additional teaching assistants as a low impact for high cost intervention, based on limited research (+1).</p> <p>However, small group tuition has been shown to be a moderate impact for moderate cost intervention, based on limited research (EEF Teaching and Learning Toolkit) (+4).</p>	Attainment and progress of cohort as a whole and, in particular, that of disadvantaged pupils within it is closely monitored through pupil progress meetings and scrutiny of data on school tracker and intervention tracker.	<p>Class Teacher</p> <p>Teaching Assistants</p> <p>Head of School</p> <p>PP Champion</p>	Termly
Total budgeted cost					£53,640

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress Meetings, School Data Tracking System and Intervention Tracker.	<p>An identifiable group of children (including those who are disadvantaged) can fall behind expected standards and short, focused group intervention sessions, teacher led, provide an effective “catch up” programme.</p> <p>Small group tuition, teacher led, has been shown to be a moderate impact for moderate cost intervention, based on limited research (EEF Teaching and Learning Toolkit) (+4).</p>	<p>Teaching Staff deliver the sessions and ensure they are focused on the key areas required from gap analysis.</p> <p>Half termly data analysis and pupil progress meetings are used to monitor impact.</p>	<p>Head of School</p> <p>Class Teachers</p> <p>Subject Leaders</p>	Half termly
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused TA led group intervention informed by rigorous gap analysis using outcomes from Pupil Progress Meetings, School Data Tracking System and Intervention Tracker.	<p>An identifiable group of children (including those who are disadvantaged) can fall behind expected standards and short, focused group intervention sessions, TA led, provide an effective “catch up” programme.</p> <p>The EEF Teaching and Learning Toolkit recognises Reading Comprehension Strategies as a moderate impact for very low cost intervention, based on extensive evidence (+5).</p>	<p>Experienced Teaching Assistant to deliver the sessions and ensure they are focused on the key areas required from gap analysis, provided by Class Teachers.</p> <p>Termly data analysis followed by pupil progress meetings are used to monitor impact.</p>	<p>Head of School</p> <p>Class Teachers</p> <p>Subject Leaders</p> <p>TAs</p>	Half termly

Improved outcomes for higher attaining disadvantaged pupils	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking.</p>	<p>Higher ability disadvantaged pupils are making less progress than other higher attaining pupils. We need to ensure that disadvantaged pupils are given the opportunity to achieve higher attainment as well as simply meeting the expected standard.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	Staff to provide evidence in pupil progress meetings and relevant staff meetings.	<p>Head of School</p> <p>Gifted and Talented Leader</p>	Half termly
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<p>Provide targeted 1:1 out of class intervention for disadvantaged children to either improve skills in reading, writing and maths or to develop resilience and improve social, emotional and mental health.</p> <p>Focused support for disadvantaged children with specific identifiable vulnerabilities and for children in care.</p>	<p>Weekly opportunity for experienced HLTA to work 1:1 with identified disadvantaged children and ensure personalised targets are set to achieve success.</p>	<p>Individual disadvantaged children need a more specific bespoke programme of support that is delivered on a 1:1 basis rather than small group. The programme delivered has a proven record of supporting improved attainment and progress in a range of curriculum areas. In addition, evidence from previous years supports that this approach has improved children's self-esteem and confidence and enhanced engagement with their learning. Process supports close monitoring of vulnerable groups and individual children.</p> <p>The EEF Teaching and Learning Toolkit identifies one to one tuition as a moderate impact for high cost intervention, based on extensive research (+5)</p>	<p>Teachers set targets which are derived from rigorous gap analysis of data or from working knowledge of child's individual needs (e.g. SEMH).</p> <p>Targets are passed to the 1:1 teacher in order to monitor impact and report back at pupil progress meetings.</p> <p>Review meeting to take place regularly between Pupil Premium Champion, Class Teacher, SENDCo and DCPO.</p>	<p>Class Teachers</p> <p>Head of School</p> <p>PPC</p> <p>Lead HLTA</p> <p>SENDCo</p> <p>DCPO</p>	<p>Half termly</p>
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Improve reading attainment of disadvantaged children and those from vulnerable groups.	Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.	<p>Library management system provides accurate and up to date data on books chosen and read by pupils, including those who are disadvantaged.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	English subject leader meets termly with librarian to discuss outcomes of tracking and strategies for improving range and level of reading material chosen by pupils.	<p>English Subject Leader</p> <p>Librarian</p>	Ongoing
Total budgeted cost					£34,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Review?
<p>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other social/emotional responses to Adverse Childhood Experiences.</p>	<p>Evidence of severe detrimental impact that ACE's have on a child's social/emotional and academic progress.</p> <p>Evidence that positive impact of having Emotionally Available Adults to work alongside these children can support them in reaching their full potential.</p> <p>EEF Teaching and Learning Toolkit identifies Behaviour Interventions as moderate impact for moderate cost, based on extensive evidence (+3)</p>	<p>Clear process in place to refer, make baseline assessments, put in place interventions and monitor ongoing impact, e.g. through Motional Assessment.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Pupil Wellbeing and Behaviour for Learning Leader</p> <p>PPC</p>	<p>Half Termly</p>

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Detailed analysis by Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Strong evidence base to show that increased levels of attendance and progress as well as the potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.</p>	<p>Attendance Officer to monitor and track attendance figures, with a particular focus on vulnerable groups, including disadvantaged children.</p> <p>Attendance Officer to take action in accordance with clearly defined protocols to provide support and challenge where necessary to promote attendance and reduce absence.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Attendance Officer</p> <p>PPC</p>	<p>Termly</p>
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<p>Increase parental engagement and aspirations through adult education opportunities.</p> <p>Reduce barriers to learning of the children (including disadvantaged) through parental engagement in adult education opportunities and therefore provide children with positive parental role models</p>	<p>Provide parents with opportunities to engage with Link into Learning and Family Learning opportunities available to families in Cornwall, including those who are disadvantaged.</p>	<p>Evidence show that families with low aspirations and possibly previous poor education opportunities of the parents can have a damaging impact on the child's ability to reach their full educational potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering opportunities to parents to raise their own educational aspirations, the hope is that levels of engagement will increase and aspirations will rise.</p>	<p>PPC and Family Support Advisor will provide support and guidance to parents about the opportunities available locally that would help improve their skills and aspirations for their family.</p> <p>Produce a leaflet to actively encourage participation and disseminate information about Family Learning opportunities within the local area.</p> <p>This can then be cross referenced against attainment and progress data on the whole school tracker system to ensure that an impact can be seen in all areas</p>	<p>Head of School</p> <p>PPC</p> <p>Family Support Advisor</p>	
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<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Continue work of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school based support as well as referrals to outside agencies.</p>	<p>Evidence shows that low aspirations and poor engagement of parents and carers in supporting their children at school can have a damaging impact on a child's ability to fulfil their potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering advice and support to families the hope is that levels of engagement will increase and aspirations will raise.</p>	<p>Family Support Advisor's role is both reactive and proactive to ensure that the right level of support is provided at the right time.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Family Support Advisor</p> <p>PP Champion</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£29,500</p>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raising profile of disadvantaged children and those from vulnerable groups.	Maintain role of Vulnerable Groups Champion. Delegate responsibility for tracking attainment and progress of and level/type of intervention used for disadvantaged children and those from vulnerable groups.Vulnerable Groups to be included as standing agenda item at staff meetings.	<p>All Staff are now familiar with categories of vulnerability, including those who are disadvantaged children.</p> <p>Many staff are now able to quickly identify potential barriers to learning faced by vulnerable children and the targeted intervention offered by the school to support overcoming these barriers.</p>	<p>This is now firmly embedded across the school.</p> <p>All staff now have a deeper awareness of not just who the vulnerable children in the school are, but about the barriers to learning they face and what strategies the school is using to overcome them. Any potential barriers to learning need to be address quickly with available resources in school.</p>	

Improving how we track the attainment and progress of children who are disadvantaged or from a vulnerable group and evaluate the impact of interventions to support those children.	<p>Creation of Vulnerable Group Tracking Sheets</p> <p>Regular Pupil Progress Meetings to discuss impact of strategies</p>	<p>Tracking sheets enabled teaching staff to confidently identify barriers to learning, identify appropriate intervention, set an appropriate baseline and measure the impact of the intervention against this start point.</p> <p>Pupil progress meetings allowed SLT and PP Champion to challenge trends in the data and offer timely support, intervention and reallocation of resources when required.</p>	<p>This approach needs to be continued, however it should be evaluated within the context of new school whole school data tracking system to avoid duplication of work and reduce workload on staff.</p> <p>Vulnerable Group Tracking Sheets to be discontinued as whole school tracking sheets, Venn diagram Vulnerable Groups sheets, Pupil Progress Meetings and introduction of Year group intervention tracker will allow staff to monitor these groups closely.</p>	
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Reduction of Class sizes in larger year groups to ensure all children, including those who are disadvantaged, benefit from lower ratios of teachers to pupils.	Part funding of additional class teacher employed to work in larger year group in order to reduce class sizes.	<p>Reduction of Class sizes in our large Year 4 class has had a positive impact, allowing all children, including those from vulnerable groups to receive quality wave 1 teaching and therefore raising attainment and progress of the group.</p> <p>Data evidence from Pupil Progress Meetings show that the reduction of class size has had a limited impact on reducing the gap between non-disadvantaged and disadvantaged children. However, the percentage of children on track and meeting or exceeding ARE has increased in most areas for most pupils.</p> <p>The impact on SEMH within the classroom has been good, allowing children with ACEs to form stronger relationships with Emotionally Available Adults in the smaller class setting.</p> <p>Behaviours for Learning have improved allowing better access to quality Wave 1 teaching for all, including disadvantaged children.</p> <p>Access to additional in-class support has increased as ratios of adult to children has reduced.</p>	Class sizes are now smaller across the school and therefore this approach will not be required next year, unless numbers increase.	
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<p>In-class additional support for disadvantaged children to ensure they are able to access teaching and learning effectively and have the opportunity to achieve their full potential in terms of attainment and progress.</p>	<p>Part - funding of additional in-class Teaching Assistants across the school to support teaching and learning of all pupils, including those who are disadvantaged.</p>	<p>Additional in-class Teaching Assistants across the school has had a positive impact, allowing the vulnerable groups to access quality wave 1 teaching effectively and therefore raising attainment and progress of the group.</p> <p>The impact on SEMH within the classroom has been good, allowing children with ACEs to form stronger relationships with Emotionally Available Adults in the smaller class setting.</p> <p>Behaviours for Learning have improved allowing better access to quality Wave 1 teaching for all, including disadvantaged children.</p>	<p>This approach needs to be continued as the impact of additional support in-class and the availability of emotional available adults is key to helping all children, including disadvantaged, make ARE and expected progress.</p>	
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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
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher led group intervention informed by rigorous gap analysis using Whole School Tracking system.	<p>Data analysis from regular pupil progress meetings shows that weekly teacher led group interventions have had a positive effect on children's EOY outcomes, including those who are disadvantaged. There has in many cases, been evidence of accelerated progress leading to ARE being achieved.</p> <p>Those children who have not achieved ARE can still be seen to have made progress towards ARE, above the expected levels.</p> <p>However, 2018 SATS data showed that disadvantaged children at the school performed, on average, less well than disadvantaged pupils in the Local Authority in attainment in all areas.</p> <p>It also showed that the gap between disadvantaged pupils and their non-disadvantaged peers at the school was greater than the gap between disadvantaged pupils and their non-disadvantaged peers in the Local Authority in both reading, writing and maths.</p> <p>A comparison of the 2017 and 2018 SATs data shows that the attainment gap between disadvantaged pupils and their non-disadvantaged peers at the school has widened in reading, writing and maths.</p>	<p>Evidence from pupil progress meetings show that this approach is having an impact on achievement across the school for both disadvantaged and non-disadvantaged children.</p> <p>This approach will continue, using the rigorous gap analysis from the Whole School Tracking system and new Intervention tracker to establish children who are not going to reach ARE and provide targeted, appropriate teacher led interventions.</p>	
			<p>Attainment gap has widened from previous KS2 SATs results in reading, writing and maths therefore approach needs to continue with a closer focus on gaps analysis.</p>	

<p>Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).</p>	<p>Weekly focused TA led group intervention informed by rigorous gap analysis using Whole School Tracking system.</p>	<p>Data analysis from regular pupil progress meetings shows that weekly teacher led group interventions have had a positive effect on children's EOY outcomes, including those who are disadvantaged. There has in many cases, been evidence of accelerated progress leading to ARE being achieved.</p> <p>Those children who have not achieved ARE can still be seen to have made progress towards ARE, above the expected levels.</p> <p>However, 2018 SATS data showed that disadvantaged children at the school performed, on average, less well than disadvantaged pupils in the Local Authority in attainment in all areas.</p> <p>It also showed that the gap between disadvantaged pupils and their non-disadvantaged peers at the school was greater than the gap between disadvantaged pupils and their non-disadvantaged peers in the Local Authority in both reading, writing and maths.</p> <p>A comparison of the 2017 and 2018 SATs data shows that the attainment gap between disadvantaged pupils and their non-disadvantaged peers at the school has widened in reading, writing and maths.</p>	<p>Evidence from pupil progress meetings show that this approach is having an impact on achievement across the school for both disadvantaged and non-disadvantaged children.</p> <p>This approach will continue, using the rigorous gap analysis from the Whole School Tracking system and new Intervention tracker to establish children who are not going to reach ARE and provide targeted, appropriate teacher led interventions.</p> <p>Attainment gap has widened from previous KS2 SATs results in reading, writing and maths therefore approach needs to continue with a closer focus on gaps analysis.</p>	
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<p>Improved outcomes for higher attaining disadvantaged pupils</p>	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches, e.g. response to marking</p>	<p>2018 SATs data for higher attaining pupils shows:</p> <p>Reading:</p> <p>14% of disadvantaged children exceeded the expected standard.</p> <p>15% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 1%.</p> <p>Writing:</p> <p>9% of disadvantaged children exceeded the expected standard.</p> <p>27% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 18%.</p> <p>Maths:</p> <p>5% of disadvantaged children exceeded the expected standard.</p> <p>12% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 7%.</p>	<p>Based on a comparison with the outcomes from the 2017 SATs, the attainment gap in reading has significantly reduced for our high ability disadvantaged pupils from 14% to 1%.</p> <p>The attainment gap for writing has remained the same at 18%</p> <p>The attainment gap for maths has reduced to 7% compared to 8% in 2017.</p> <p>This will continue to be a focus for this year's strategy so that higher attaining disadvantaged children can reach the same or better attainment levels than non-disadvantaged children, who are also higher attainers.</p>	
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<p>Provide targeted 1:1 out of class intervention for disadvantaged children to either improve skills in reading, writing and maths, or to develop resilience and improve social, emotional and mental health.</p>	<p>Provide weekly opportunities for experienced HLTA to work 1:1 with identified children and ensure personalised targets are set to achieve success.</p>	<p>Data analysis from regular pupil progress meetings shows that weekly HLTA led 1:1 interventions have had a positive effect on children's EOY outcomes. There has in some cases, been evidence of accelerated progress leading to ARE being achieved. Those children who have not achieved ARE can still be seen to have made progress towards ARE, above the expected.</p> <p>However, 2018 SATS data showed that disadvantaged children at the school performed, on average, less well than disadvantaged pupils in the Local Authority in attainment in all areas.</p> <p>It also showed that the gap between disadvantaged pupils and their non-disadvantaged peers at the school was greater than the gap between disadvantaged pupils and their non-disadvantaged peers in the Local Authority in all areas.</p> <p>A comparison of the 2017 and 2018 SATs data shows that the attainment gap between disadvantaged pupils and their non-disadvantaged peers at the school has widened.</p>	<p>We will maintain this level of support through an experienced HLTA who will continue this important intervention.</p> <p>This approach will continue, using the rigorous gap analysis from the Whole School Tracking system and new Intervention tracker to establish children who are not going to reach ARE and provide targeted, appropriate teacher led interventions.</p> <p>The use of Motional Assessment will also support the delivery of 1:1 intervention to develop resilience and improve social, emotional and mental health.</p>	
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Focused support for disadvantaged children with specific identifiable vulnerabilities and for children in care.	Provide weekly focused 1:1 or small group interventions with Pupil Wellbeing and Behaviour for Learning Leader	Children receiving support benefited from pastoral support which impacted positively on their behaviours for learning.	This intervention will continue in the same format with our Pupil Wellbeing and Behaviour for Learning Leader.	
Improve reading attainment of disadvantaged children and those from vulnerable groups.	Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.	See attainment data for reading in 2018 SATs as set out above.	Librarian will continue to monitor quantity and range of books read by individuals and reports back to class teacher.	
iii. 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>Raising the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress</p>	Appointment of Pupil Wellbeing and Behaviour for Learning Leader to work within Vulnerable Groups Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress and anxiety, etc.	<p>Children receiving support benefited from pastoral support which impacted positively on their behaviours for learning.</p> <p>Evidence that severe detrimental impact that ACE's have on a child's social/emotional and academic progress is being mitigated.</p> <p>Evidence of positive impact of having Emotionally Available Adults to work alongside children to reach potential.</p>	Pupil Wellbeing and Behaviour for Learning Leader to continue to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress and anxiety, etc.	

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Appointment of Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Parents of all children, including those who are disadvantaged are aware of the importance of attendance to ensure that children are given the opportunity to reach their full academic and social/emotional potential.</p> <p>Attendance rates of disadvantaged pupils have remained slightly lower than non-disadvantaged pupils throughout the year, however evidence suggests gap is closing.</p> <p>Persistent attendance issues of vulnerable children has been identified and parents are being supported to increase attendance.</p>	<p>Attendance Officer continues to monitor and track attendance, working closely with the EWO.</p> <p>Parents are challenged appropriately and support is provided by Attendance Officer and Family Support Advisor.</p> <p>This role will continue.</p>	
<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Appointment of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school based support as well as referrals to outside agencies.</p>	<p>Family Support Advisor has successfully engaged with families, providing advice and guidance on a range of areas for families of vulnerable children.</p>	<p>Family Support Advisor has successfully engaged with families and built a positive attitude to learning and the support that school can provide for vulnerable groups, including those who are disadvantaged.</p> <p>Family Support advisor to continue to engage with families to develop strong, approachable links with parents.</p> <p>This role will continue.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.