



Honiton Primary School Pupil premium strategy statement

1. Summary information

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|------------------------|------------------------|----------------------------------|----------|--|------------|
| School | Honiton Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £122,358 | Date of most recent PP Review | n/a |
| Total number of pupils | 451 | Number of pupils eligible for PP | 105 | Date for next internal review of this strategy | March 2017 |

2. Current attainment - Based on national performance data [EY/KS1], table indicates children currently not on track

Awaiting Spring 2 Data

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

In-school barriers

- A. Speech and language in the Foundation unit – 12 children [3 PP children] needing language intervention, 16 needing speech intervention.
- B. Behaviour – Challenging behaviour. Including aggression, violence and defiance. Persistent low level disruptive behaviour.
- C. Learning behaviour – children lacking resilience. if they don't want to work they won't do it.

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

- D. 32/90 PP children have less than 95% attendance [school target] based on the last school year.
- E. Parental engagement – parents not valuing learning. Parents are involved on a surface level.

4. Outcomes – based on data

May 2016

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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Improve oral language skills for pupils eligible for PP in <u>the FU</u> . | Pupils eligible for PP in <u>F2</u> make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| B. | <u>Close the gap between Y1 PP children and others – more detail to follow after first assessment completed</u> . | <u>To be determined after the Autumn data</u> . |
| C. | <u>Close the gap in Y2 between PP children and others in writing</u> . | <u>Pupils eligible for PP in Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above</u> . |
| D. | <u>Close the gap in Y3 between PP children and others in attainment in maths</u> . | <u>Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above</u> . |
| E. | <u>Close the gap in Y4 between PP children and others in attainment in writing and SPAG – particularly boys</u> . | <u>Pupils eligible for PP in Year 4 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above</u> . |
| F. | <u>Close the gap in Y5 between PP children and others in attainment in reading, writing, SPAG and maths – particularly boys</u> . | <u>Pupils eligible for PP in Year 5 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above</u> . |
| G. | <u>Close the gap in Y6 between PP children and others in attainment in reading, writing, SPAG and maths</u> . | <u>Pupils eligible for PP in Year 6 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or above</u> . |

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| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve progress and attainment in writing in years 2, 4, 5 and 6. | Closing the gap project. | Devon Literacy Team targeted project. | Chair of Governors and member of SLT monitoring impact. Middle leader identified to lead it. | Sarah Snowdon | See project timescale [£600] |
| | Developing teaching sequences supported by Babcock purchased teaching sequences. | Next steps as identified by Literacy Advisor Joy Simpson. | Middle leader and member of SLT identified to lead this. Member of SLT (JR) to monitor the impact. | Sarah Snowdon Julie Blanchford | January – after the Autumn term data [£100] |
| | Boy friendly texts chosen in consultation with boys. | Boys more engaged if they have a greater stake in their learning. | Class teachers Monitored by SLT. | Joanna Rousseau/ Sarah Nicholas | During every teaching sequence. |
| | Free write. | Requested by PP children, mainly boys during pupil interviews. | Member of SLT – JR to lead. SLT – JR, SN to monitor the impact. | Teachers | Half termly. |
| | New spelling system | Literacy advisor recommended this approach. | Member of SLT has delivered staff training. Light touch monitoring – email follow to clarify key points. | Joanna Rousseau | Half termly. |
| | Phonics and spelling whole class | Rebecca Cosgrove – adapted RWI to a more whole class approach. Teachers able to make clearer links between reading and writing. | Class teachers, monitored by Julie Blanchford. | | |

May 2016

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| | <p>Triple Pathway – Continued for Y6 Y5 -2015/16 – Initial year 2016/17 – Sept to Feb half term</p> | <p>Crewe School trialed previous year Linda Davis, Head Teacher of Wistaston Academy in Crewe wrote a paper, 'learning from the highest performing school systems,' attributing the achievement of Shanghai's schools to three main factors: 1. The ability to deliver pupil interventions following lessons where instant targeted feedback would be provided 2 Enhanced CPD and building the professional capital of teachers as they work closer together in a team to improve their pedagogy 3. Pupil Mentoring to support children overcome barriers and challenges in their school life.</p> | <p>Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling. Pupil interviews and case studies focusing on PP children. Parental feedback.</p> <p>Middle leader writing termly evaluation reports, shared with governors. (2015/16)</p> | <p>Joanna Rousseau/ Sarah Nicholas</p> | <p>Continuously [£119,460]</p> |
| | <p>Y3/5 – 3 small classes. Feb half term 2016.</p> | <p>EEF toolkit suggests smaller classes – 20 pupils or less demonstrates evidence of progress. It allows teachers to use feedback effectively and to alter teaching styles.</p> | <p>Regular meetings to discuss teaching strategies, flexibility of approach and feedback opportunities. Pupil interviews focusing on PP children (Linked to pupil Profiles)</p> | <p>Joanna Rousseau/ Sarah Nicholas</p> | <p>Continuously</p> |

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| <p>Improve progress and attainment in reading in years 2, 4, 5 and 6. Particularly boys in Y5</p> | Peer reading Yrs 3- 6 | Trialled last term in year 3 with literacy middle leader. With positive feedback from teachers. EEF toolkit +6 mths, gains for all children not just lowest achieving children. | Whole staff training in Sept. led by member of SLT – JR. Light touch monitoring to ensure implementation. Pupil interviews to follow | Joanna Rousseau Sarah Nicholas | Half termly. |
| | Guided reading – Yrs ½ | Literacy advisor – Rebecca Cosgrave. EEF – guidance for improving literacy in KS1. | Middle leader support with the structure, planning and implementation | Sarah Rose/ Julie Blanchford | On going |
| | EYFS – Y1 reading project | Data | Middle leader to lead and monitor through regular meeting, drop ins. | | |
| | Library Refurbishment | Feed back from pupils about stock – bought back into Devon Library Service. Full audit of stock. Appointed a librarian and pupil librarians. Whole staff training from DLS. PP focus group involved in a successful bid for soft furnishings. | Regular accelerated reader checks by teachers. Feedback from librarian and pupil librarians. Continued support from DLS | Joanna Rousseau/ Sarah Nicholas | Half termly [£2000] |
| | Triple Pathway – Continued for Y6 | See previous note for Triple pathway | see previous notes | Joanna Rousseau/ Sarah Nicholas | Continuously |
| Y5 -2015/16 – Initial year | | | | | |
| 2016/17 – Sept to Feb half term | | | | | |
| Y3/5 – 3 small classes. Feb half term 2016. | See previous notes | See previous notes | | | |

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| <p>Improve progress and attainment in maths in years 3, 5 and 6. Particularly boys in Y5</p> | <p>New 3 part planning approach</p> | <p>Previous approach [spiral] was disjointed, didn't consolidate and make links between learning. New approach completes a sequence, so can ensure children have met the NS by the end of each teaching sequence.</p> | <p>Middle leaders leading and supporting other staff with planning. Pupil interviews. Staff self-evaluation.</p> | <p>Tim Genders/Shan Cox</p> | <p>Half termly</p> |
| | <p>Triple Pathway – Continued for Y6Y5 - 2015/16 – Initial year 2016/17 – Sept to Feb half term</p> | <p>See previous note for triple pathway</p> | <p>Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling. Pupil interviews and case studies focusing on PP children. Parental feedback.</p> | <p>SLT</p> | <p>Continuous</p> |
| | <p>Y3/5 – 3 small classes. Feb half term 2016. Grouping for maths</p> | <p>EEF toolkit suggests smaller classes – 20 pupils or less demonstrates evidence of progress. It allows teachers to use feedback effectively and to alter teaching styles. A smaller group for lowest attainers to promote confidence and ensure rapid progress. Planning supported and led by Maths Mastery lead teacher.</p> | <p>Middle leaders leading and supporting other staff with planning. Pupil interviews. Staff self-evaluation.</p> | <p>Joanna Rousseau/Julie Blanchford</p> | <p>Continuous</p> |
| | <p>Sumdog</p> | <p>Teachers target key skills through h/w using a medium which motivates children.</p> | <p>Middle leader to monitor usage.</p> | <p>Tim Genders</p> | <p>Continuous [£100]</p> |

May 2016

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| <p><u>To improve behaviour for learning</u></p> | <p><u>New behaviour policy</u> <u>Working alongside</u> <u>Communication and interaction team and behaviour support team</u></p> <p><u>Learning behaviours/growth mindset</u></p> <p><u>Magenta Principles</u></p> | <p><u>Pupil feedback</u> <u>General behaviour</u> <u>Staff evaluation of policy</u></p> <p><u>James Nottingham and Carol Dweek research.</u> <u>Lack of ambition, resilience and drive in pupils</u></p> <p><u>Through structured talk activities increase motivation and engagement in learning across the curriculum.</u></p> | <p><u>Whole staff meetings</u> <u>Year group follow up meetings</u> <u>Pupil interviews</u> <u>Weekly staff emails feeding into SLT discussions</u> <u>Amber slip monitoring</u></p> <p><u>Whole staff inset.</u> <u>Assembly focus – linked to Rights Respecting</u> <u>Weekly motivational phrases</u> <u>Develop staff resilience</u></p> <p><u>Middle leaders trained and leading staff training. Regular staff meetings to share the impact.</u></p> | <p><u>Joanna</u></p> <p><u>Sarah N</u></p> <p><u>Tim, Shaun and Sarah S supported by Joanna</u></p> | <p><u>Continuous</u></p> <p><u>Half termly</u></p> <p><u>Half termly</u> <u>[£450]</u></p> |
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| <p>Total budgeted cost</p> | | | | | <p><u>£122710</u></p> |

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| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve progress and attainment in writing for PP boys | Lesson Study - IRIS | Successfully trialled last term as part of cross school project Identified small tweaks in teaching which impacted on PP boys engagement | Middle Leader trained and leading inset 3 teachers involved in initial project across KS1, Lower KS2 and Upper KS2 Regular staff meetings to share good practice | Ross Hasler | Half termly |
| Improve progress and attainment of all PP children across the curriculum | Pupil Progress meetings | More focused on PP children – their next steps and evaluation of any interventions | SLT lead meetings - using an agreed, structured format | SLT | Half termly £3600 |
| Improve oral language skills for pupils | Increased speech and language intervention, particularly in the early years | Language link as recommended by the Speech and language therapist | Regular language link assessments | Jean Warren, Clare O'Toole, Kate Quick overseen by Greg and Hannah [SLT] | Half termly £130000 |

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| Children eligible for PP to make rapid progress in writing so that they are on track as compared to previous performance data | Small group tuition Pupil discussion prior to intervention to identify barriers for writing | EEF toolkit suggests small group tuition is an effective way to improve attainment. It is suitable as an approach that we can embed across the school. Strategies taken from the Closing the gap project | SLT - JR, SN, HJ to monitor interventions and impact. | Teachers | Half termly £22,800 |
| Attendance of all children eligible for PP is inline with or better than the whole school | Pastoral manager to target parents of PP children whose attendance is poor. | Good attendance equates to good progress. | Pastoral manager to report to SLT meetings. APMC to monitor attendance. | Elaine Fyffe | Half termly £2500 |

Total budgeted cost

[£41900](#)

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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 lead | When will you review implementation? |
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| Improve parental engagement with pupils' learning. | Restructured parent meetings Website with central information about homework Website parent /smart phone friendly Weekly homework clubs | Many parents not currently supporting children with their learning through hearing reading, attending learning celebrations. Clear correlation between children's progress and the level of support at home. Homework has been paired down to focus on key skills and to be accessible to parents. Speech and language difficulties in children, homework will focus on developing children's talk at home. | Monitor homework books, monitor use of accelerated reader and sum dog. | Sarah N | Half termly |
| Improve transitions from EYFS – Y1 Classes Summer term – Autumn term | Regular meetings between EYFS – Y1 – How are the two stages working together to ensure the children make | | | Greg Botrill, Julie Blanchford | |

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May 2016

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| expected/rapid progress. Last week of term to be a new classes week – all teachers to have their new class – build relationships, create a class environment ready for Sept | Many children worry about change and the summer holidays can create increased anxiety. Shared moderation of learning ready for September. | Time will be given to staff for handover of children. The movement of classrooms will be supported by all staff. | SLT | |
| Total budgeted cost | | | | £0 |

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- Deleted:** Staff sent on external 'growth mind-set' course
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Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.
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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2015-16 No of PP 101 PPG paid £129758 | | |
| 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 |
| Improve the percentage of pupils eligible for PP achieving National standard and above in reading, writing, maths and SPAG [in particular spelling] | English advisor supporting all teachers | Impact has been mixed – KS1 reading and writing gap remained closed, KS2 gap widened. In KS2 this was due to the change in the assessment system: teachers were unsure what to expect. As a result of the English advisor's support we now have a rigorous and robust assessment system. Half termly assessments are now being used to inform planning so that teaching is targeted to pupils' next steps. Under achieving pupils now being targeted through small group tuition. It is anticipated that this will have a high impact this year and that the gap will narrow. | Need to continue to embed the teaching and assessment systems. Continue to use the English advisor as an external moderator to ensure that the assessments remain accurate and to keep abreast of new developments. | £3000 |
| | Triple Pathway for Years 5 and 6 | | | £111408 |

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| | Maths Mastery | Medium: Gap between pupils eligible for PP and all pupils is smallest in maths [10%]. 72% of children eligible for PP were working at the national standard or above at the end of Y1. | Maths Mastery is being rolled up across KS1 and into Y3. Can only measure impact of MM on children who started the programme at the beginning of Y1. | £2000 |
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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 |
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| Improve the percentage of pupils eligible for PP achieving National standard and above in reading, writing, maths and SPAG [in particular spelling] | Triple pathway small group intervention for children eligible for PP | Mixed: progress of children eligible for PP in maths was above average. No data as yet for writing. Progress for children eligible for PP in reading was significantly below average. | Children eligible for PP found accessing the KS2 test texts difficult. The vocabulary was unfamiliar to many of them. Need to ensure that children have more access to old-fashioned vocabulary through classic texts. | Included in TP above |
| Improve the attendance of pupils eligible for PP | Pastoral manager monitoring attendance, providing parent support and leading parenting courses. | Mixed: 64% of children eligible for PP have attendance of 95% or above. | Need to target children eligible for PP as soon as their attendance dips below 95%. | £13350 |

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- Deleted:** One to one tuition delivered by qualified teacher using planned programme.
- Deleted:** High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.
- Deleted:** This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.
- Deleted:** Improved Year 6 literacy results

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7. Additional detail

| | | |
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| Previous performance of disadvantaged pupils | | |
| | 2014-15 | 2015-16 |

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| % of pupils making expected progress in Reading | 93% [90%] | PP progress score -4.93 [-7.4—-0.4] Adjusted – 2.34 (2 children) Bottom 10% |
| % of pupils making expected progress in Writing | 93% [98%] | -5.44 Adjusted - -3.66 (2 Children) |
| % of pupils making expected progress in maths | 87% [95%] | +1.10 Adjusted – +1.82 (Child) [no confidence interval] Above average |
| Gap between attainment of pupils eligible for pupil premium funding and others is | EYFS -5.5% KS1 closed for reading and writing +2% +2% Maths +4% KS2 Reading -10% Writing -18% Maths -19% GPS -21% | EYFS -5% KS1 closed for reading and writing Reading +3% Writing -7% Maths -27% KS2 Reading -32% Writing -32% Maths -3% GPS -11% |
| [other pupils] | | |

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: primary schools, completed example based on fictitious school

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.

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Pupils eligible for PP (HPS)your school
Pupils not eligible for PP (HPS)national average

% on track to achieve NS+ in readingachieving Level 4b or above in reading, writing and maths

71%

% on track to achieve NS+ in writing% making at least 2 levels of progress in reading

87%

% on track to achieve NS+ in maths% making at least 2 levels of progress in writing

91%

% making at least 2 levels of progress in maths

85%

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(issues to be addressed in school, such as poor oral language skills)

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Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

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High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.

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Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.

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Pupil mobility – a number of children are new to school, having missed out on FU and KS1, some having attended a number of schools

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Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

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32/90 PP children have less than 95% attendance [school target] based on the last school year

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A. Improved oral language skills in Reception

B. Improved progress for high attaining pupils

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EEF toolkit suggests small group tuition is an effective way to improve attainment. It is suitable as an approach that we can embed across the school.

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SLT - JR, SN, HJ to monitor interventions and impact.

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Staff training on high quality feedback.

Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.

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Course selected using evidence of effectiveness.
Use INSET days to deliver training.

Peer observation of attendees' classes after the course, to embed learning (no assessment).
Lessons from training embedded in school feedback policy.

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Regular meetings adapting and revising the approach including teaching styles, interventions and timetabling.
Pupil interviews and case studies focusing on PP children. Parental feedback.
Middle leader writing termly evaluation reports, shared with governors.

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Pupil feedback
General behaviour
Staff evaluation of policy

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High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.

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Whole staff meetings
Year group follow up meetings
Pupil interviews
Weekly staff emails feeding into SLT discussions
Amber slip monitoring

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Assembly focus – linked to Rights Respecting
Weekly motivational phrases
Course selected using evidence of effectiveness.
Use INSET days to deliver training.
Peer observation of attendees' classes after the course, to embed learning (no assessment).

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Sarah Nicholas English lead

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A. Improved oral language skills in reception

B. Improved progress for high attaining pupils

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Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.
Consult local school which has used the programme to identify any potential barriers to good implementation.

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Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.

Impact overseen by maths co-ordinator.
Teaching assistant (TA) CPD.

Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.

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Thorough briefing of support worker about existing absence issues.
PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.

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| C. Problem behaviour in Year 6 addressed | Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Ensure identification transparent and pro Monitor behaviour b improvements in beh improved attainment Observation of the Y neighbouring primary judged to have a pos behaviours and also reported on as an N Qualification for Mid the MAT for develop |
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| 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) |
| Maintain progress for high ability pupils over summer. | Summer school programme for high ability PP pupils. | Medium-low: positive impact for students who attended but many did not. Success criteria: not met. | Next year we will try support instead, with attendance. |

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

Our full strategy document can be found online at: www.aschool.sch.uk