

St Helen's Pupil Premium Action Plan and Strategy Statement 2018-19 IMPACT REPORT:



Leader responsible: Kelvin Chappell, Andy Spens

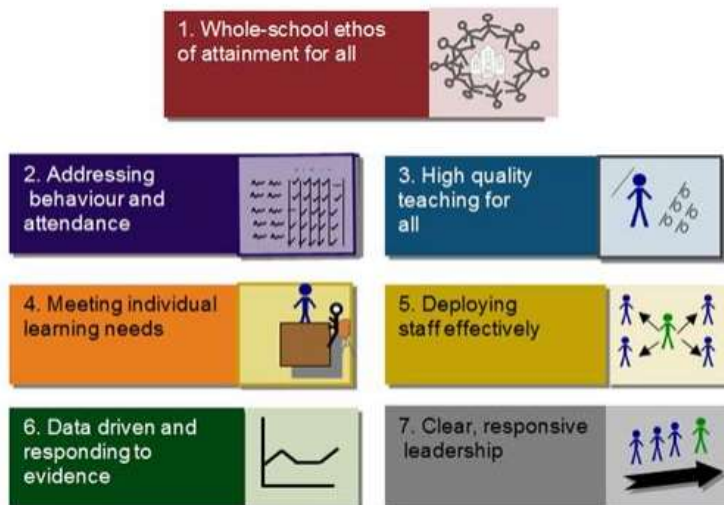
St.Helen's CE Primary School: Excellence, enjoyment and achievement together.

This year's allocated expenditure for Pupil Premium children is: £1,320 per Pupil Premium Child: 18 children x £1,320 = £23,760

What is the most effective way to support disadvantage pupils achievement?

NFER research highlights that more successful schools who promote high levels of attainment have a number of things in common. It identified seven building blocks of success:

Figure 2: Building blocks for success



We have also considered the recent DFE report:



School cultures and practices: supporting the attainment of disadvantaged pupils

A qualitative comparison of London and non-London schools

Research Report

May 2018

As a school we have considered these key factors and built our Pupil Strategy for 2018-19 around seven key areas.

Pupil Premium Aspirations: At St. Helen's we endeavour to provide opportunities in all aspects of school life, for all of our Pupil Premium children to achieve the very best that they can and to develop a lifelong love of learning, and to develop high aspirations and ambitions for their future whilst here at St.Helen's.

We have devised 7 key aspirations for this year which are regularly shared with staff, parents and children of Pupil Premium children:

Key aims: The aspirations to target for 2018-19 are:

- 1) To promote and achieve high levels of attainment and progress, with all Pupil Premium groups closing the gap and making good progress from their starting points in EYFS.
- 2) To ensure that all PP children make very good progress in the core skills including Reading, Writing and Maths.
- 3) That all EYFS Pupil Premium Children make very good progress towards achieving a Good Level of development.
- 4) To ensure that 100% of PP children meet the Year 1 Phonics standard.
- 5) That KS2 Year 6 PP children meet top 20% of UK FFT progress targets
- 6) To ensure that 100% of PP children are involved in at least one extra- curricular and musical club each term.
- 7) That across the school, PP children make better progress than their peers and the gap starts to diminish.
- 8) That the attendance of PP children continues to improve by +2% and in individual families and children we see a year on year improvement.
- 9) That PP children make excellent progress in Maths making excellent progress with their number and calculation skills having frequent opportunities for Problem solving and reasoning challenges.
That PP children have access to regular feedback, self and peer assessment clearly moves children's learning on and regular access to one to one feedback from teachers and teacher assistants.

We have looked specifically at the profile of all our Pupil Premium children across the school and thought carefully about how we address the individual barriers that these individual children have in order to achieve our high aspirations:
 In school barriers that have been identified include: (Linked to NFER research) and linked to Pupil Premium Children profiles that have been developed highlighted:

In School Barriers to be addressed:		
Linked to PP school Aspirations:	Link to NFER Research:	School barriers to address:
1,2 , 4	1 3 5	Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills.
1,2 , 4	1 3 5	Specific gaps in children’s learning: Phonics Reading and Writing:
1,4	2 4	Completion of home learning: Children not having access to resources at home, access to computers and IPADs.
6	4	Difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)
5	2	Very Poor attendance.
1 2 5 6	1 3 5 6 7	Potential SEN Needs
6 7	4	Attitudes to learning. Some children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.

3	1 2 4	Children don't have access to a range of different enrichment clubs.
		Children to have access to visitors at different point of the year to talk about ambitions and high aspirations.
External barriers:		
Linked to schools aspirational targets:	Link to NFER Research:	
3	2	Poor attendance of a small amount of PP children.
1	2 4	Developing greater parental engagement.
5	1 7	Developing access to external agencies for specific families.

2018-19 Pupil Strategy: Desired Outcomes:							MEASURES OF IMPACT Significant Moderate Low Impact
School Aspirations:	NFER strand:	Barriers to learning: Action	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring (See below)	
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	KS2 Pupil Children meet the top 20% of UK FFT targets and progress targets.	<p>End of KS2 results which show that PP children make good progress and attainment.</p> <p>KS1 Children achieve FFT Top 20% targets.</p> <p>All PP children in EYFS achieve Good Level of Development.</p>	<p>Maths Booster classes KC AS</p> <p>£33 x 1.5 hr week X 39 weeks = £ £1930.50</p> <p>Individual 1:1 support 0.5 hrs X £33 x 23 weeks= £379.50</p> <p>Writing support.</p>		
1 2 4	1 3 4	To support the needs of more vulnerable children	Parents/Families and children have access to external services when needed.	Case studies show that children and parents/families are able to receive the vital and necessary help	Inclusion leaderships time: To be costed.		

				when required to do so.	VB Behaviour / Emotional support time.		
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils make excellent progress with their reading. Reading is benchmarked and interventions and targets developed for reading.	End of KS2 results which show that PP children make good progress and attainment. KS1 Children achieve reading standard. All PP children in EYFS achieve Good Level of Development in Reading.	Benchmarked Resources Price for benchmarking Reading assessment kit.		
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils achieve the Year 1 phonics standard. Target children: AA FB KH	Year 1 Children achieve reading phonics standard. All PP children in EYFS achieve Good Level of Development in Reading.	2.5 hrs phonics interventions x £13 x 1 week x 39 week = £1,267.50		
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils make excellent progress with their Maths.	End of KS2 results which show that PP children make good progress and attainment.	Times tables Rock stars Costings: £150		

1 2 4 7	1 3 4 5	To ensure that all PP children receive directed TA time 15 mins a day to receive effective feedback and marking, and next step actions.	Pupil Premium children receive regular feedback and receive regular next steps marking to ensure progress is made. (Linked to EEFoundation findings.)	PP children's books will show exemplary examples of school's marking and feedback policy with next step questions regularly set. PP children books will show frequent examples of next step questions and misconceptions being corrected. PP Children's books will be sampled regularly.	TAs are used effectively to work with PP children. Individual PP Costings: 1 hr x week x £13 x 39 weeks = £507		
1 2 4 7	1 3 4 5	To ensure that all PP children receive directed TA interventions when necessary.	Pupil Premium children receive regular interventions around the core subjects: Maths Reading and Writing. (Linked to EEFoundation findings.)	PP children will receive regular interventions from class teachers and Teaching assistants.	To be costed See individual year group provision maps:		
1 3 5	2 6 7	To continue to develop and improve the attendance of all Pupil Premium children.	Pupil Premium Children's attendance improves individually and as a cohort.	Children's attendance shows real improvement and external agencies are actively working with school to address attendance issues.	School Office KC AS EWO External agencies such as FYPS.		

			Individuals and families see an increase in attendance.	PP families' attendance increase by 2%. Targeted children increase their attendance rates by 5-7%.	Cost of EWO: £840 Attendance admin office staff £2000		
3 6	1 4 5	To develop PP children opportunities to attend extra-curricular and music enrichment clubs.	PP children across all key stages have access to all extra-curricular and enrichment clubs.	High aspirational targets sees 100% of all PP children doing at least one school club. PP Children not engaged in school clubs will be encouraged to attend clubs.	All members of staff running extra-curricular clubs Total Pro Soccer South Glos South Glos Music Hub. .		
5	2 3 4 5	To develop separate pupil premium progress meetings alongside parents.	Pupil Premium children's barriers to learning are shared with parents and parents actively involved in trying to aid attainment and progress.	Parents regularly attend PP meetings which are set up at the end of each long term to talk to KC.	KC Leadership Time.		
3	4 6 7	To develop better play time and lunch time experiences for	Play equipment will be funded and set up for lunchtimes and	PP children will be able to go into class ready for learning in a clam, relaxed atmosphere. PP children's behaviour	Play leadership time 5 days a week 1 hr x £13 X 39 weeks =		

		Pupil Premium children.	break times to encourage better co-operation between PP children. PP children will be actively selected to be Play and Friendship Buddies.	and learning attitudes are good and we see a reduction in playtime incidents. Monitoring of PP children behaviour incidents are reduced.	£2,535		
15	1 2 4 5 7	To develop a link with New Siblands Special school.	Pupil premium children will develop the emotional intelligence and resilience to put effort into their work.	PP children will link with New Siblands school 1 hr a week in order to work alongside children from New Siblands. Activities will be developed in order to enable children to be positive about their own worth.	£33 x 1.5 hr x 19 weeks £940.50 Cost of Minibus: £30 X 12= £360		
15	1 2 4 5 7	To develop PP mentor pack so each PP has an adult in school that they can relate to.	Pupil Premium child will meet up with another adult in school including TAs once a term for a catch up session to share any worries or difficulties.	Mentors are aware of any possible external barriers through meetings and are able to share with class teachers to ensure that children are making good progress.	TA release time KC		
36	2 4 5	To ensure that PP children across all areas of school have	KS1 Pupil premium children will develop life learning skills	Children are able to utilise skills in outdoor learning in all other areas of school life.	2.5 hrs a week x £13 X 39 weeks= £1267.50		

		access to outdoor learning.	working together in an outdoor environment.				
1 2 3 4	1 2 3 4 5 6 7	Pupil premium children have access to a Maths homework club to enable to develop their learning further.	PP Children who do not regularly do homework, will complete tasks in school, to help develop their learning.	Children are able to complete homework in school receiving teachers help when necessary.	(see Target 1.)		
1 2 3 4	1 2 3 4 5 6 7	To develop one page profiles for PP children so that all members of staff know about the children, with additional information provided by parents.	All members of staff are aware of Pupil premium profiles and children's barriers to learning.	Pupil premiums children's profiles are regularly updated to show any achievements or external barriers that have been addressed.	All class teachers.		
1 2	6 7	To observe PP children within the classroom every half term to observe classroom attitudes to learning.	Learning habits of PP children is deemed to be good and children are making good progress in all core subjects.	Observations of PP children shows that children are working well and making good progress. Data shows that they are closing the gap with their peers.	KC AS RA Monitoring SLT.		
5	2 4	To ensure that all Vulnerable children	All staff will be trained in the use of CPOMS	Statutory safeguarding obligations are implemented.			

		including PP children safe guarding is monitored closely,	programme and the programme implemented across school to ensure all children are safe.	All children are safe in their school environment and any concerns are picked up very quickly.			
3 4	2 4	To ensure that the behaviour and emotional needs of children are met.	Pupil Premium children with specific emotional needs are given 1:1 time with Vicky Borel – behaviour and emotional specialist.	Pupil premium children are able to access school life and instances of difficulties are minor and improvements are seen in terms of attendance and attitudes to learning.	Cost of VB Time: Terms 1 , 3, 5 £125 per day X 19 half days= £1187.50		
3 4	2 4	To ensure that any external inhibiting factors that PP children may have are picked up and dealt with.	External factors that may hinder a PP child's attendance and day at school are dealt with and KC is a link to the parents.	Pupil Premium children's attendance improves and external factors are communicated from families to school through KC link.	Leadership time.		
1 2 4	3 4 5 6 7	To ensure that PP children make good progress and the gap is diminishing.	Pupil progress meetings are held by SLT and PP children are considered and the impact of any interventions measured.	Pupil Premium children make good progress.	KC leadership time SLT work		
4	3	To ensure that PP children have access to a range of	PP funding will be used to make sure that PP children are able	Pupil Premium children attend all school trips throughout the year.	Costings of potential trips: £1500		

		school trips and uniform.	to access educational school trips.		RB Camp LB Camp			
					Trip throughout the year:			
4		To develop Pupil Premium learning champions around school	Pupil Premium children in Year 6 and 5 work alongside KS1 Pupil Premium children to help with Reading, Maths, Writing. Pupil premium children visit other classrooms to talk about why school matters etc.	Year 5 and 6 Pupil Premium children to visit other classes in school. Talk about being role models and the importance of learning and behaviour.	Leadership time:			
Map of provision costings:								
						Total Expenditure:		
NFER Strand 1: Whole school ethos	Booster classes KC AS	RB 0.5 hrs X £33 x 23 weeks= £379.50 Writing support.	Individual 1:1 support LB 0.5 hrs X £33 x 23 weeks= £379.50 Writing/			£2,689		

	£33 x 1.5 hr week X 39 weeks = £1930.50						
NFER Strand 2: Addressing Behaviour and Attendance		Cost of Vicky Borel Time: Terms 1, 3, 5 £150 per day X 19 half days= £1425	Play leadership time 5 days a week 1 hr x £13 X 39 weeks = £2,535	ED EYFS support 15 hrs x £13 X 20 weeks= £3,900	Cost of EWO: £840 Cost of Admin Support for attendance: £2000	£10,700	
NFER Strand 3: High Quality Teaching for All	2.5 hrs phonics interventions x £13 x 1 week x 39 week = £1,267.50	Times tables Rock stars Costings: £150				£1,417.50	
NFER Strand 4: Meeting individual needs NFER Strand 5: Deploying staff effectively		TAs are used effectively to work with PP children. Individual PP Costings: 1 hr x week x £13 x 39 weeks = £507 x 5 TAS = £2535	£33 x 1.5 hr x 19 weeks £940.50 Cost of hiring a minibus: 12 x 30 = £360	Forest school: 2.5 hrs a week x £13 X 39 weeks= £1267.50 Leadership Inclusion time: £33 x 1.5 hr x 39 times = £1,930.50	Costings of potential trips: £1500	£8,533.50	
					Total Expenditure:	£23,340 Still to cost: Benchmarking resources:	

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St Helen's Pupil Premium Action Plan and Strategy 2018-19

Impact Review: End of Year Impact of PP spend:



Leaders responsible: Kelvin Chappell, Andy Spens

	<p>This Pupil Premium Impact Review report summarises the impact that we have seen in school with the effective use of our Pupil Premium spend in the previous academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated Termly. (Please note this is the end of year report)</p>
	<p>We have looked specifically at the profile of all our Pupil Premium children across the school and thought carefully about how we address the individual barriers that these individual children have in order to achieve our high aspirations and the targets that we have set:</p> <p>The school's Pupil Premium strategy plan details the barriers that we have highlighted as having the most significant impact on the progress and attainment of our PP children, these form the basis of PP strategy plan.</p>
	<p>Pupil Premium children: <u>Key aims: The aspirations to target for 2018-19 are:</u></p> <ol style="list-style-type: none">1) To promote and achieve high levels of attainment and progress, with all Pupil Premium groups closing the gap and making good progress from their starting points in EYFS.2) To ensure that all PP children make very good progress in the core skills including Reading, Writing and Maths.3) That all EYFS Pupil Premium Children make very good progress towards achieving a Good Level of development.

- 4) To ensure that 100% of PP children meet the Year 1 Phonics standard.
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That PP children have access to regular feedback, self and peer assessment clearly moves children's learning on and regular access to one to one feedback from teachers and teacher assistants.

In School Barriers to be addressed:

School Aspirations:	NFER strand:	Barriers to learning: Action	Desired Outcome:	Measurable Outcome: How will impact be measured?	Who? Costing:	Monitoring MEASURES OF IMPACT Significant Moderate Low Impact
1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	KS2 Pupil Children meet the top 20% of UK FFT targets and progress targets.	End of KS2 results which show that PP children make good progress and attainment. KS1 Children achieve FFT Top 20% targets. All PP children in EYFS achieve Good Level of Development.	Maths Booster classes KC AS £33 x 1.5 hr week X 39 weeks = £ £1930.50 Individual 1:1 support 0.5 hrs X £33 x 23 weeks= £379.50 Writing support.	Significant

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Background: Barriers to Learning:

School attainment and progress rates over the last few years have been good for PP children and individual children have demonstrated good progress.

Impact: Significant Impact:

KS2 2019 Results (Unvalidated data) shows that 2019 results for RWM : **100% of PP children achieved the expected standard in R W M.**

2019 KS2 Results overall show:

100% of Pupil Premium children in Year 6 achieved the EXS in all subjects. One PP child in Maths scored a scale score of 110, achieving greater depth.

Year 6 SATs assessments:

Children are assessed in Reading, Writing and Maths and we have been informed that these results are some of the highest in the Local Authority this year.

	Expected Standard		Working at Greater Depth	
	St Helen's	National	St Helen's	National
Reading	93%	73%	50%	27%
Writing	96%	78%	39%	20%
Grammar, Punctuation and Spelling	96%	78%	46%	36%
Maths	93%	79%	43%	27%

Unvalidated data demonstrates outstanding progress across Key Stage 2.

Value Added progress for pupil groups

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All Pupils	28	108.6	+4.7	106.5	+4.1	108.5	+3.3
Female	13	110.1	+4.8	108.4	+5.1	107.2	+1.3
Male	15	107.3	+4.6	104.9	+3.2	109.6	+5.2
Higher attainers	8	114.5	+4.6	111.8	+4.3	113.3	+3.2
Middle attainers	19	107.3	+4.7	105.1	+4.0	106.8	+3.3
Not SEN	26	109.0	+4.9	106.8	+4.2	108.7	+3.3
SEN	2	104.0	+1.9	103.0	+2.4	106.0	+3.3

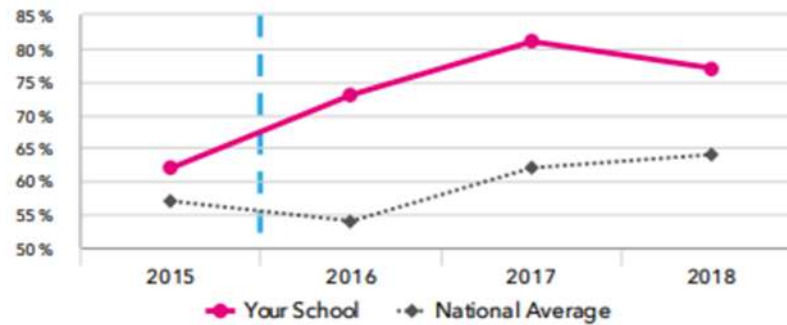
PLEASE NOTE: FOLLOWING DATA WILL BE UPDATED ON RELEASE OF FFT DATA: THIS DATA HAS BEEN INCLUDED TO SEE THE CONTEXT OF THE SCHOOL AND THE PROGRESS WITH PP CHILDREN OVER THE LAST FEW YEARS.

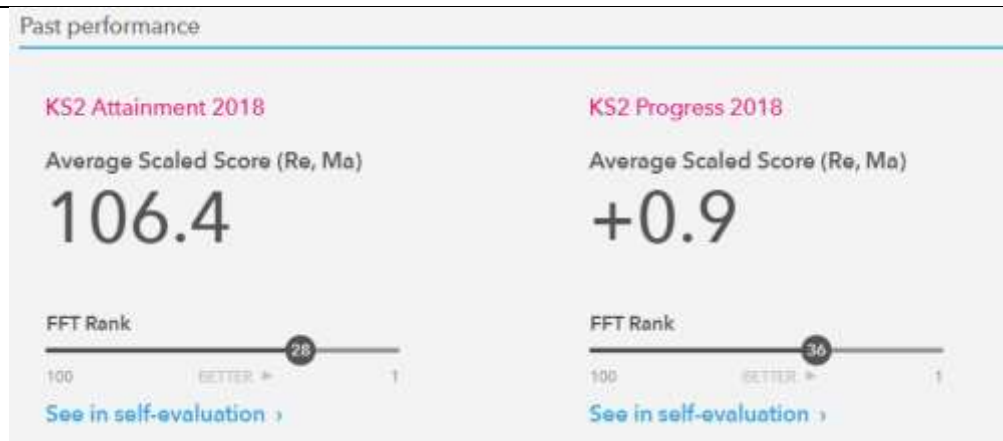
(2018 KS2 Results = 77% EXS.) Targets for all children including PP children are set at the aspirational target of Top 20% FFT schools.

% Expected standard+ (Re, Wr, Ma)

77%

FFT Rank





This has followed upwards trend in KS2 attainment 2016-18 which demonstrates that we are significantly above the national average for progress and attainment.



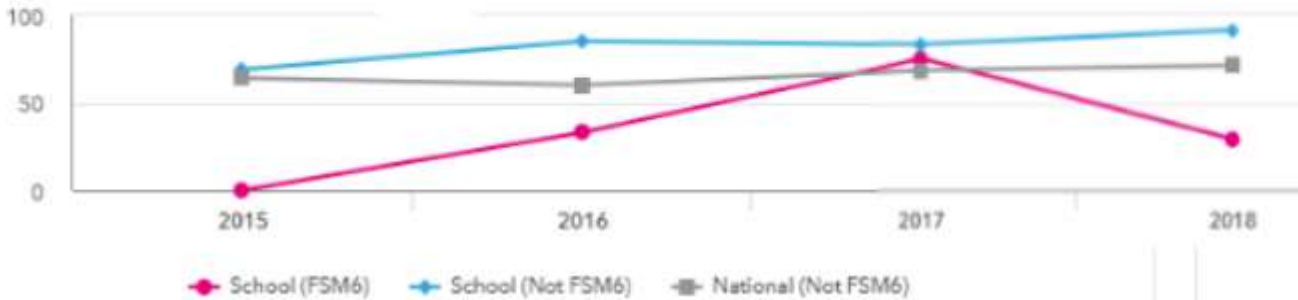
Pupil Premium and FSM attainment in 2019, was in the **Top 20% of attainment and progress measures**.

This follows some successful years (apart from the 2018 Pupil Premium and FSM attainment) where a number of children narrowly missed the scaled score of 100. (See case studies) PP results for 2019 are in line with the progress and attainment of Non- PP children and would demonstrate a diminishing difference between PP and Non PP children. This is a trend that we have seen throughout the school and internal data demonstrates that from their starting points the children are making good progress.

Graph below is from FFT 2018 (2019 FFT) will be released and the expectation with 100% of PP achieving the standard is that the gap is diminishing further.

KS2 attainment for disadvantaged pupils

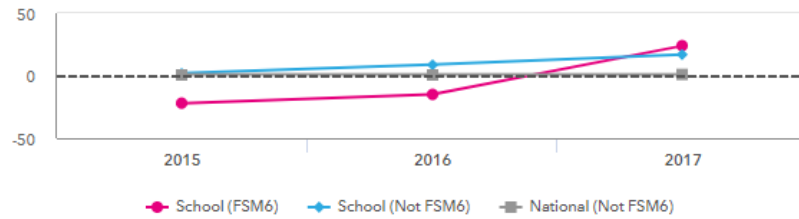
% Expected standard+ (Re, Wr, Ma)



Despite the drop last year the gap in school between Pupil Premium Children and Non Pupil Premium children has narrowed over the last few years with PP children attainment rising.

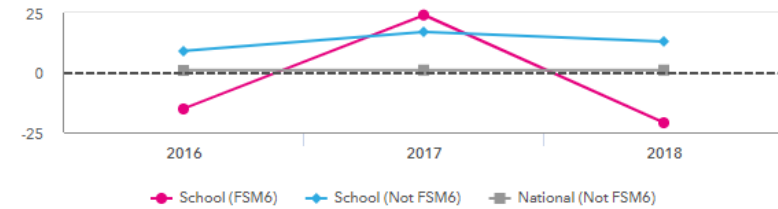
KS2 progress for disadvantaged pupils 2017

% Expected standard+ (Re, Wr, Ma) ✓



KS2 progress for disadvantaged pupils 2018

% Expected standard+ (Re, Wr, Ma) ✓



Progress scores were narrowed for PP children in the years 2015-17 although in 2018 Progress scores widened (See case studies for individual scores)

The trend in previous years has been very much upwards and the gap between PP and Non PP children is narrowing: Targets for 2018 are expected to see PP children diminishing the gap.

Attainment & progress

		Attainment			Progress					
		% Expected standard+ (Re, Wr, Ma) ✓			% Expected standard+ (Re, Wr, Ma) ✓					
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap			
2018	Pupils	FSM6	Not FSM6		FSM6	Not FSM6				
	Summary	All Pupils	7	23	29%	-62%	-21%	13%	-34%	
2017	Pupils	FSM6	Not FSM6		FSM6	Not FSM6				
	Summary	All Pupils	4	23	75%	83%	-8%	24%	17%	7%
2016	Pupils	FSM6	Not FSM6		FSM6	Not FSM6				
	Summary	All Pupils	6	20	33%	85%	-52%	-15%	9%	-24%

2018 we believe was an extreme cohort and we have targeted the 2019 PP group to once again narrow the gap. The children in KS2 have been targeted to achieve EXS in R W M and booster sessions have been set up using PP funding to make an impact on this. Two of the children have significant issues and have had a lot of support of the last few years (see case studies).

Impact: Results of SATS at the end of Term 6 showed that the PP children achieved the high aspirational targets that were set for them.

Year 1 Phonics Data:

Year 1 - 201718							Year One					
Surname Forename	Reception					Phonics	Phonics Target	Screen T1	Screen T2	Screen T3	Screen T4	T6 Final
	EYFS: Reading	EYFS: Writing	EYFS: Number	EYFS: Shape	GLD?							
[REDACTED]	1	1	1	1	N	18	Pass	18	27	26	32	36
[REDACTED]	1	1	1	1	N	5	Pass	3	22 13	19	18	29
[REDACTED]	2	2	3	2	Y	31	Pass	35				40

Year 1 phonics:

This year, 90% of children at St Helen’s met the Phonics standard. Nationally, 82% of children achieved this.

EYFS:

This year, 79% of children at St Helen’s achieved a ‘Good Level of Development’ in Reception. Nationally, 72% of children achieved this.

Year 1 Phonics PP children: 2 out of 3 children passed the threshold, whilst one children scored 29 in the Phonics test having progressed from the start of year baseline assessment of 5. (see above)

EYFS: 2 children out of 3 PP children made extremely good progress across the year and achieved a GLD, whilst one child who is awaiting an EHC needs assessment made very good progress.

Year 2 national assessments:

Children are assessed by their teacher in Reading, Writing and Maths.

	Expected Standard		Working at Greater Depth	
	St Helen's	National	St Helen's	National
Reading	83%	75%	35%	25%
Writing	76%	69%	28%	15%
Maths	79%	76%	38%	22%

Significant Impact:

1 2 4	1 3 4	To support the needs of more vulnerable children	Parents/Families and children have access to external services when needed.	Case studies show that children and parents/families are able to receive the vital and necessary help when required to do so.	Inclusion leaderships time: To be costed. VB Behaviour / Emotional support time.	
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Background Barriers to Learning:

A number of PP families over the last few years have needed high levels of engagement and support. These PP families have required the assistance of the inclusion leader to help their child, for example engagement with health services, external services such as support workers and also required SAFs to be set up to develop preventative measures. Using PP funding we have looked at developing relationships with our more vulnerable children and families and have tried to intervene and offer support as early as possible.

In the previous academic year a significant number of external agencies were used to support a number of families:

		YEAR 6				
		Name of Practitioner	Role and Contact Details	Reasons for Actions	Involvement Dates & Outcomes:	Impact: Significant, Moderate, Low Impact.
Preventative Services work SAF etc CPOMS – safeguarding EHCP SALT therapy Attendance issues		EWO Attendance officer.	Christine Dadd	attendance has been extremely poor since the beginning of his school life. (See attendance data.)	On-going through Year 4, 5 and 6.	attendance has improved significantly. From a school average of 75% he is now in his final year attending school 90%.
[Redacted]		SAFeh ART referral made and SAF Targets set up.	Kelvin Chappell St Helen's CE Primary	attendance was very poor as was his attitude to school life. Several incidents show that he is not 'school ready' inappropriate clothing, no books etc.	Referral to ART made: Change tracker targets set; July 2017, with a request made to ART for FYPS support.	now in school more regularly and pupil conferencing shows a better attitude to school life.
[Redacted]		FYPS Family Support	Tim Osborne	See above: Action plan devised with FYPS and Mum to receive parenting support, to enable to be well prepared for school.	July 2017 – September 2018	Mum made improvements and from parenting courses was able to make significant improvements. Despite our own concerns- FYPS signed off on the family, although we asked

As part of leadership time, meetings are held with PP parents and liaison with external agencies for example meetings, emails and telephone calls. (see above) External case studies are held for individual families to show the help and support that have been given to all children with a significant number being PP children. 23% of these PP families (7 out of 30 children) have required some sort of preventative service. 60% of these PP children have had at some point work around key areas such as safeguarding- notes made on CPOMS, SAF targets, Behaviour support. Leadership time has enabled the school to work and liaise with external agencies in order to ensure the PP children can come to school and work to their very best ability.

Impact: Significant Impact

A large proportion of the families and children identified in the previous academic year – have received early support from school that has enabled them to move forwards and thus the child being able to work as well as it can in school and achieve to the best of their ability.

Currently there are no other PP children who are being monitored by Social care (a reduction from previous years) and although we are monitoring a couple of families, we feel the early help of the inclusion leader and school is enabling parents and families to work well in conjunction with school. Alongside school, Vicky Borel (Emotional and Behaviour Support mentor) has had a significant impact working closely

alongside children and parents. This has been a vital link that has enabled significant children and parents to receive support for a range of different difficulties. (see below and case studies)

1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils make excellent progress with their reading. Reading is benchmarked and interventions and targets developed for reading.	End of KS2 results which show that PP children make good progress and attainment. KS1 Children achieve reading standard. All PP children in EYFS achieve Good Level of Development in Reading.	Benchmarked Resources Price for benchmarking Reading assessment kit.	Impact: Significant Impact
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Background: Although reading results have been good- we have looked significantly about improving the quality of our Teaching and Learning for Reading. CPD training has been given to all staff and teachers and time given to make the explicit link between benchmarking assessments and Guided reading and reading opportunities.

Individual Reading attainment has been good.

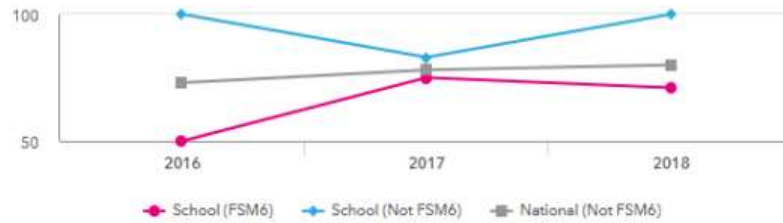
Year 6 SATs assessments:

Children are assessed in Reading, Writing and Maths and we have been informed that these results are some of the highest in the Local Authority this year.

	Expected Standard		Working at Greater Depth	
	St Helen's	National	St Helen's	National
Reading	93%	73%	50%	27%
Writing	96%	78%	39%	20%
Grammar, Punctuation and Spelling	96%	78%	46%	36%
Maths	93%	79%	43%	27%

KS2 attainment for disadvantaged pupils 2018

% Expected standard+ Reading



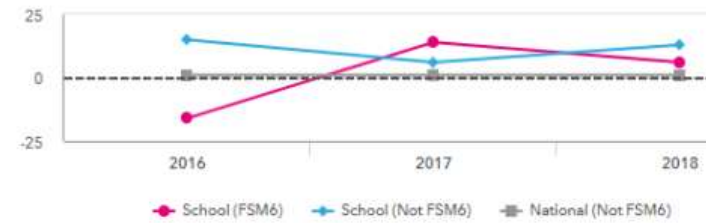
KS2 attainment for disadvantaged pupils 2017

% Expected standard+ Reading



KS2 progress for disadvantaged pupils 2018

% Expected standard+ Reading



KS2 progress for disadvantaged pupils 2017

% Expected standard+ Reading

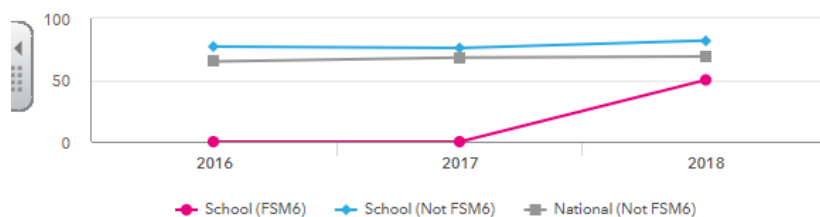


2018				Attainment			Progress		
Pupils				% Expected standard+ Reading			% Expected standard+ Reading		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	7	23	71%	100%	-29%	6%	13%	-7%
2017				Attainment			Progress		
Pupils				% Expected standard+ Reading			% Expected standard+ Reading		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	4	23	75%	83%	-8%	14%	6%	8%
2016				Attainment			Progress		
Pupils				% Expected standard+ Reading			% Expected standard+ Reading		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	6	20	50%	100%	-50%	-16%	15%	-31%
2015				Attainment			Progress		
Pupils				% Expected standard+ Reading			% Expected standard+ Reading		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	26	0%	77%	-77%	-35%	4%	-39%

Before 2018 the trend in Reading was that PP children were narrowing the gap and reading was considered a strength of the school. This was a trend also replicated in KS1:

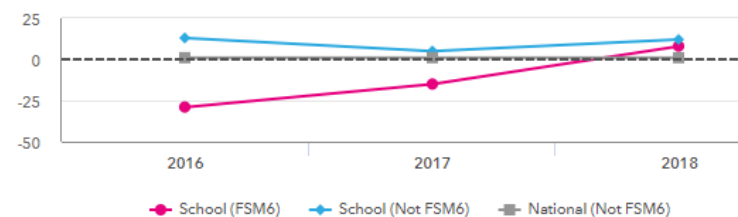
KS1 attainment for disadvantaged pupils 2018

% Expected Standard + (Re, Wr, Ma) ▾



KS1 progress for disadvantaged pupils 2018

% Expected Standard + (Re, Wr, Ma) ▾



Benchmarking has been introduced into school to highlight weakness and strengths in children's reading to continue to develop PP children's reading achievement and progress in school.

T6 Impact: Significant Impact

PP children have been benchmarked significantly more than non-PP children across the year in order to identify and intervene with children's reading skills. The vast majority of PP children have made progress from their starting point and interventions put in place for those children. In some year groups- (Year 5 and 6) Guided reading and comprehension interventions have been rearranged to enable PP children to be reading to a class teacher or teaching assistant daily. (See Year 5 guided reading example)

Year 6:				Year 3						
Pupil's Name	Term 1	SATS T1	SATS T2	Pre-BM Est	Pupil's Name	Term 1	Term 2	Term 3		
	22			7		7	8			
	22			22		20	22			
				23		23	N/A			
	Term 1	%	Retelling	mprehensi	reading level	Term 2	Term 1	Term 2	Term 3	Term 5
	25	97	2 U	5 U	21	23	15-94%	19-99%	test Gold 23	
	25	97	0 U	4 U	21		7-96%	12-97%		
	25	98	0 U	6 S	19		7-96%	9-96%		
	15									
	23			25			3-97%	4-95%	4 out of 4	4 out of 4
	23			25			1-80%	1-96%	2 out of 3	3 out of 4
	23			23			7-99%	9-100%	4 out of 4	5 out of 5

Significant impact has been made using PP funding. At Year 1- interventions have been developed to enable PP children to make accelerated progress to narrow the gap with their peers.

1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils achieve the Year 1 phonics standard. Target children:	Year 1 Children achieve reading phonics standard. All PP children in EYFS achieve Good Level of Development in Reading.	2.5 hrs phonics interventions x £13 x 1 week x 39 week = £1,267.50
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Background: Year 1 phonic assessments have generally been strong and consistent over the last few years: 2 out of 3 children achieved the expected standard in phonics and the interventions held throughout the year had a significant impact.

Pupil premium phonics assessments have been: 2016: 0% (1 child did not meet the standard) 2017: 66% (2 out of 3 PP children) 2018: 66% (2 out of 3 PP children) 2019: 66% (2 out of 3 PP children)

One child who is PP did reach ELG in reading at the end of EYFS but was able to achieve the phonics threshold in Year 1.

Impact: Significant Impact.

Since the start of the year weekly intervention have been set for all PP children in Year with TA x 2 week 30 mins and Class teacher 15 mins x 5 days. From their starting point at the start of the year- all 3 children have made significant progress and the one child who did not make the expected threshold- was very close reaching 29 from a baseline of 5 at the end of his reception year.

Year 1 - 201718							Year One					
Surname Forename	Reception					Phonics	Phonics Target	Screen T1	Screen T2	Screen T3	Screen T4	T6 Final
	EYFS: Reading	EYFS: Writing	EYFS: Number	EYFS: Shape	GLD?							
[REDACTED]	1	1	1	1	N	18	Pass	18	27	26	32	36
[REDACTED]	1	1	1	1	N	5	Pass	3	22 13	19	18	29
[REDACTED]	2	2	3	2	Y	31	Pass	35				40

1 2 4	1 3 4	To develop high and aspirational targets for all children throughout the school including all Pupil Premium Children.	All Pupil Premium Pupils make excellent progress with their Maths.	End of KS2 results which show that PP children make good progress and attainment.	Times tables Rock stars Costings: £150	Impact: Significant Impact.
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Background: Maths attainment and progress in 2019 was significantly higher above the targets that we set. The attainment and progress of PP children was very good. (See KS2 results) **100% of PP children achieved the standard and scaled scores were significantly high. One PP children achieved Greater depth having scored a scale score of 110.**

KS2 Attainment 2016-2018

83 pupils

% Expected standard+ Maths

82%

FFT Rank



In line with the national average (74%)



KS2 Progress 2016-2018

83 matched pupils

% Expected standard+ Maths

+1%

FFT Rank

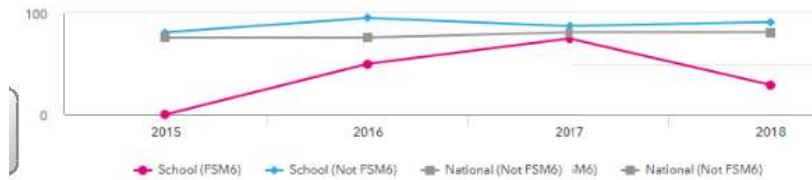


In line with the national average (0%)

Pupil Premium children Maths results have shown the same trend:

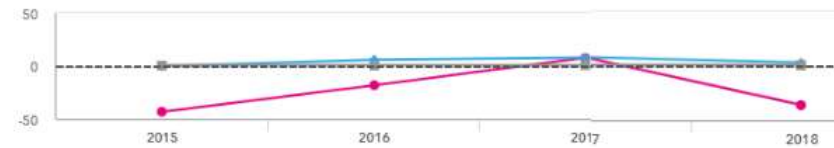
KS2 attainment for disadvantaged pupils

% Expected standard+ Maths



KS2 progress for disadvantaged pupils

% Expected standard+ Maths



2018				Attainment			Progress		
Pupils				% Expected standard+ Maths			% Expected standard+ Maths		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	7	23	29%	91%	-62%	-36%	3%	-39%

2017				Attainment			Progress		
Pupils				% Expected standard+ Maths			% Expected standard+ Maths		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	4	23	75%	87%	-12%	8%	8%	0%

Attainment & progress

2016				Attainment			Progress		
Pupils				% Expected standard+ Maths			% Expected standard+ Maths		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	6	20	50%	95%	-45%	-18%	6%	-24%

2015				Attainment			Progress		
Pupils				% Expected standard+ Maths			% Expected standard+ Maths		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	26	0%	81%	-81%	-43%	0%	-43%

Over the last few years PP Maths data has shown an upwards trend and narrowing the gap compared to their peers (this is a similar trend to previous highlighted R and W assessments) Last year saw a downwards trend although this showed an increase again this year with 100% of PP children achieving the standard.

Year 6 children have had Maths booster Interventions since the start of the year as part of this 3 PP children were identified and given interventions to support the progress that they had made.

Throughout Year 5 Maths interventions have also been held to focus on PP children's Arithmetic skills. (See group intervention maps.) which demonstrates that all PP children have received some form of Maths intervention.

As a school we have had CPD in order to develop our own Maths teaching as we look to further embed Maths mastery throughout the school. As a school we have also bought into Times Tables Rockstars school with the aim of developing the fluency of PP children number knowledge. The majority of PP children have bought into throughout the school and have used this package significantly. This includes Year 1 children knowing key facts beyond their age. All children who have set a baseline speed have improved. The computer suite has been opened at lunchtimes to help those **PP who do not have access to Internet at home and this has had a significant impact.**

Name	Baseline speed	Current speed	Status	Best Status	Lifetime coins
[REDACTED]	6.45	3.03	Headliner	Rock Star	133,977
[REDACTED]	not set	Unknown		Unknown	6,740
[REDACTED]	not set	Unknown		Unknown	30
[REDACTED]	not set	Unknown		Unknown	387
[REDACTED]	not set	Unknown		Unknown	15,523
[REDACTED]	not set	Unknown		Unknown	2,503
[REDACTED]	7.69	1.54	Rock Legend	Rock Legend	267,665
[REDACTED]	2.97	2.37	Rock Star	Rock Star	125,954
[REDACTED]	16.22	4.11	Support Act	Headliner	45,190
[REDACTED]	10.71	5.41	Breakthrough Artist	Breakthrough Artist	8,799
[REDACTED]	not set	Unknown		Unknown	3,403
[REDACTED]	6.67	2.96	Rock Star	Rock Star	36,386
[REDACTED]	8.11	2.97	Rock Star	Rock Star	25,315
[REDACTED]	10.00	3.70	Headliner	Headliner	42,415
[REDACTED]	4.11	2.45	Rock Star	Rock Star	15,277
[REDACTED]	3.28	0.95	Rock Hero	Rock Hero	110,908
[REDACTED]	10.34	1.73	Rock Legend	Rock Legend	33,659

Pupil Premium children have continued to engage with TTRS and this programme has had a significant impact on the children's work. Arithmetic results in KS2 assessments have demonstrated that children are acquiring great fluency in calculations and are able to use these skills in assessments.

(Year 6 results)

1 2 4 7	1 3 4 5	To ensure that all PP children receive directed TA time 15 mins a day to receive effective feedback and marking, and next step actions.	Pupil Premium children receive regular feedback and receive regular next steps marking to ensure progress is made. (Linked to EEFoundation findings.)	PP children's books will show exemplary examples of school's marking and feedback policy with next step questions regularly set. PP children books will show frequent examples of next step questions and misconceptions being corrected. PP Children's books will be sampled regularly.	TAs are used effectively to work with PP children. Individual PP Costings: 1 hr x week x £13 x 39 weeks = £507	Significant Impact.
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Background: EFF research demonstrates that one of the biggest factors on accelerating the rate of PP children's progress is the very effective use of marking and feedback. All children including those PP children have access to next steps marking and feedback and review sessions when necessary.

Impact: Significant As part of the SLT monitoring cycle PP children's books are sampled regularly alongside other children books: Examples of very effective marking have been identified and discussions with teachers on where improvements could be made:

8 I couldn't complete my ladder because my tens and unit were lower than 0.8

8	4	2	8	3	4	3
7	5	6	8	4	2	
6	8	9	3	0	8	
3	4	3	6	2	9	
3	0	8	1	6	8	
1	6	8	7	5	6	

9 I can't complete my ladder because my tens and unit were lower than 0.8

10 I can't complete my ladder because my tens and unit were lower than 0.8

11 4.88 → 5.88
0.02 → 6.20
7.08 → 7.00
1.44 → 1.88
2.50 → 2.20
9.8.5

12 0.40
6.07 → 7.60
2.66
5.93 → 9.53
2.72 → 2.07
9.23 → 9.82
2.0
1.06
9.02
6.22
8.0.0

13 I have to think about the order of digits and how to compare them. I can move on to thousands and 10 digit numbers.

14 Could you rearrange the digits 4, 9, 3, 7, 6 to make a number between 45,000 and 49,000? Find 3 solutions.

45,000 and 49,000
47,236 46,100
49,300

15 2.5

16 1.6

17 1.1

18 1.1

19 1.1

20 1.1

21 1.1

22 1.1

23 1.1

24 1.1

25 1.1

26 1.1

27 1.1

28 1.1

29 1.1

30 1.1

31 1.1

32 1.1

33 1.1

34 1.1

35 1.1

36 1.1

37 1.1

38 1.1

39 1.1

40 1.1

41 1.1

42 1.1

43 1.1

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78 1.1

79 1.1

80 1.1

81 1.1

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84 1.1

85 1.1

86 1.1

87 1.1

88 1.1

89 1.1

90 1.1

91 1.1

92 1.1

93 1.1

94 1.1

95 1.1

96 1.1

97 1.1

98 1.1

99 1.1

100 1.1

1. 1.1

2. 1.1

3. 1.1

4. 1.1

5. 1.1

6. 1.1

7. 1.1

8. 1.1

9. 1.1

10. 1.1

11. 1.1

12. 1.1

13. 1.1

14. 1.1

15. 1.1

16. 1.1

17. 1.1

18. 1.1

19. 1.1

20. 1.1

21. 1.1

22. 1.1

23. 1.1

24. 1.1

25. 1.1

26. 1.1

27. 1.1

28. 1.1

29. 1.1

30. 1.1

31. 1.1

32. 1.1

33. 1.1

34. 1.1

35. 1.1

36. 1.1

37. 1.1

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40. 1.1

41. 1.1

42. 1.1

43. 1.1

44. 1.1

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70. 1.1

71. 1.1

72. 1.1

73. 1.1

74. 1.1

75. 1.1

76. 1.1

77. 1.1

78. 1.1

79. 1.1

80. 1.1

81. 1.1

82. 1.1

83. 1.1

84. 1.1

85. 1.1

86. 1.1

87. 1.1

88. 1.1

89. 1.1

90. 1.1

91. 1.1

92. 1.1

93. 1.1

94. 1.1

95. 1.1

96. 1.1

97. 1.1

98. 1.1

99. 1.1

100. 1.1

As part of the last OFTSED action point developing reasoning skills in Maths for PP children- Monitoring has shown that all children including PP children are able to access reasoning questions on a more frequent basis.

56 because 6 x the number
you are times-ing by
is a square number.

19, 10, 20, 18
~~10, 19, 20, 18~~
~~Square numbers~~

Reasoning and Problem Solving

Sticky Numbers

Step 1 +
Look at the following row of numbers:

10 15 21 4 5

They are arranged so that each pair of adjacent numbers adds up to a square number.

$10 + 15 = 25$

$15 + 21 = 36$

$21 + 4 = 25$

$4 + 5 = 9$

Can you arrange the numbers 1 to 17 in a row in the same way, so that each adjacent pair adds up to a square number?

1 15 10 6 3 13 12 4 5 11
6 4 2 7 9 16

Thank you

✓ Fantastic understanding of squared numbers, well done!

What would you need to add to 16 to get 6^2 ?

22 - 16 = 6
6 to identify factors. Prime numbers together to form a square number.

Reasoning and Problem Solving

<https://rich.maths.org/5448>
Factors and Multiples Puzzle

Reasoning and Problem Solving

Megan worked out the answer to 1432×4

Here is her answer:

TH	H	T	O
1	4	3	2
x			4
4	16	12	8

$1432 \times 4 = 416128$

Can you explain what Megan has done wrong?

Megan has not exchanged her 16 so it makes the answer long. The real answer is:

$$\begin{array}{r} 1432 \\ \times 4 \\ \hline 5728 \\ 11 \\ \hline \end{array}$$

✓ Great problem solving

C3. $46, 839$

$$\begin{array}{r} 46, 839 \\ \times 8 \\ \hline 374712 \\ 5637 \\ \hline \end{array}$$

C4. $25, 479$

$$\begin{array}{r} 25, 479 \\ \times 5 \\ \hline 127395 \\ 2234 \\ \hline \end{array}$$

4. $428 \times 4 = 1712$
 $428 \times 4 = 1712$

Given the wrong page for mark

✓ I don't agree
 ✓ I agree because the test says 45 is not 4.

Do you agree with that?
 Explain why.

Developing Reasoning skills continues to be a clear development point and the use of vocabulary that is used is being targeted through the use of STEM sentences that have been introduced throughout the school. (see examples of Pupil Premium Maths books and PP conferencing.)

A Pupil premium reasoning showcase book has been produced to show the range of reasoning skills that have been developed over the last year/ The children's reasoning skills scores average is significantly above the previous years and demonstrates that the work that has been done on reasoning has had a significant impact.

1 2 4 7	1 3 4 5	To ensure that all PP children receive directed TA interventions when necessary.	Pupil Premium children receive regular interventions around the core subjects: Maths Reading and Writing. (Linked to EEFoundation findings.)	PP children will receive regular interventions from class teachers and Teaching assistants.	To be costed See individual year group provision maps:		
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Background:

Using evidence from NFER and EFF – interventions are used to support the progress of Pupil Premium Children. At the start of the year of the academic year out of 29 PP children across school, 9 children were classified as receiving SEN support- this equates to 31% of our PP children. Two of these children currently receive EHCP support. One of children in Year 2- started reception half way through the year and had no previous pre-school experience and has had intensive interventions over the last few years.

Intervention provision (see provision maps) shows that the children are receiving a number of interventions. The impact of these interventions for these children are measured at the end of their block of sessions through a group intervention map. Individual SEN targets that are set alongside the parents/carers are also reviewed.

Moderate Impact:

Data analysis shows that the PP children are making good progress from their starting point. Individual tracking also shows the progress that the children are making is good and is narrowing the gap with their peers. The two EHCP children have made good progress from their original starting points and have achieved their EHCP outcomes. They continue to be supported for the majority of time due to their high levels of needs.

Examples of Group Intervention maps:

Children Tracking 2018-19: Group Provision Mapping and Targets Overview: Term 3



NAME OF CHILDREN: SEN Pupil Premium	Reason for group intervention: Key barrier to learning: Children's Mathematical ability is below the expected standard.	Type and Duration of intervention: (Specific Timings) (Person who is running additional interventions.)
	Children scored poorly on arithmetic tests and lack the knowledge to answer reasoning questions. All children have very poor times table knowledge.	1 x week Each child will receive 1 x 0.5 hrs working in pairs.
[REDACTED]	11/ 20 Arithmetic 11/20 Reasoning Test	
[REDACTED]	1/ 20 Arithmetic 1/20 Reasoning Test Gave up through the tests and did not apply any methods.	
[REDACTED]	3/ 20 Arithmetic 4/20 Reasoning Test	
[REDACTED]	6/ 20 Arithmetic 5/20 Reasoning Test	
[REDACTED]	11/ 20 Arithmetic 11/20 Reasoning Test	
[REDACTED]	11/ 20 Arithmetic 11/20 Reasoning Test	
[REDACTED]	14/ 20 Arithmetic 11/20 Reasoning Test	
[REDACTED]	6/ 20 Arithmetic 11/20 Reasoning Test	

Key Barrier to Learning:  Start of Term 3 Entry Criteria:		Target Outcomes:	 End of Term 3: Exit and Impact
<p>Arithmetic skills are poor- children are not able to use four operations in skills based activities.</p> <p>Children are having difficulty recalling Multiplication facts quickly</p>	<p>TA is able to work with identified children to enable them to develop their Mathematical ability in post teach and pre-teach sessions.</p>	<p>Children feel more confident and are able to share that they can use all four operations in context.</p> <p>Assessment data demonstrates that children are able to develop arithmetic skills confidently and in Autumn assessment test.</p> <p>Children's arithmetic skills improve.</p>	<p>Children have improved arithmetic skills. JJ and WH in particular are demonstrating more confidence and competency in their arithmetic skills. Although WH did not do as well as he should have in his arithmetic test having given up through the test.</p> <p>KB 12/20 11/20 EB 6/20 11/20 JJ 12/20 11/20 DH 11/20 11/20 RF 14/20 12/20 WH 1/20 1/20 (Gave Up) JL 6/20 5/20 SD 3/20 4/20</p> <p>Monitor impact next term compared to raw scores.</p>

Alongside the group intervention maps to measure the impact of the interventions- class teachers also maintain Provision maps to identify their year groups provision for their children including PP children:

Year Group: 5	Term 1	PP Children	SEN Children	SEND Need:	Cognition and Learning	Social and Emotional, Behaviour	Sensory and Physical	Communication And Interaction														
Name of Children	Focus and Intervention: Brief Overview.	Start/End Date	Frequency and duration	Staff Member	Cost	Entry Assessment Stage	Exit Assessment Stage	Impact and Progress: Import information from Group Maps.														
[REDACTED]	Reading support.	Term 3	4 x 30 minutes	VK KC	/	Benchmark level is still low. KC and VK to change guided reading sessions and these children will be having four guided reading sessions per week with an adult plus a whole class comprehension session.	Children will be able to develop Benchmarking reading level and increase the fluency of their reading skills.	<p>Children received additional Guided reading sessions and also JJ and WH had additional reading time with NB. (see below)</p> <p>All children were tested on Level 22 and achieved > 98% word recognition.</p> <table border="1"> <tr> <td>RT</td> <td>Com</td> </tr> <tr> <td>3</td> <td>5</td> </tr> <tr> <td>No score</td> <td></td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>4</td> <td>6</td> </tr> <tr> <td>4</td> <td>6</td> </tr> <tr> <td>3</td> <td>6</td> </tr> </table> <p>Children have good</p>	RT	Com	3	5	No score		4	4	4	6	4	6	3	6
RT	Com																					
3	5																					
No score																						
4	4																					
4	6																					
4	6																					
3	6																					

WHOLE SCHOOL TRACKING:

WHOLE SCHOOL TRACKING 2018-19																	
	Term 1 to Term 2:			Maths					Writing					Reading			
	PP Children	SEN Children	ALL	SEN	Not SEN	PP	Not PP	All	SEN	Not SEN	PP	Not PP	All	SEN	Not SEN	PP	
Year 6	4			2.3	2.8	2.2	2.5	2.3					1.9	2.3	1.9	2.1	
Year 5	3			1.8	2	1.7	1.5	1.8	1.1	0.67	1.1	1.2	1.04	1.5	2.17	1.38	2.2
Year 4	4			1.1	2.5	1.1	1.25	1.1	1.4	0	1.4	1.38	1.4	1.6	2	1.6	1.75
Year 3	3			1.1	0.3	1.12	0.7	1	1	0.17	1.12	0.8	1	1	1	0.94	0.7
Not JS								1				1	1				1
Year 2	4			1		1.03	1.25	1	1.3	1	1.32	1.5	1.3	1.2	0.63	1.48	0.8
NOT LB/E	3						1.25					1.5					1.25
Year 1				1.48			1.25	1.5	1.54			1.25	1.56	1.5			1.17
R				See entry baseline assessments:													

Whole school tracking of Pupil Premium children demonstrates that they are making good progress across the year. Individually the children are also tracked and PAG (prior attainment group) data monitored to see their progress compared to their peers.

Year 5 children: 2017-18	Year 2 Outcomes			PAG (Prior Attainment Group) based on DFE 2017 Pupil Ready Reckoner.		Other children in Year 5: PAG	Current attainment: Comparisons.			Notes: Impact.
	R	W	M				R	W	M	
[REDACTED]	2a 5e+ 28	2b 5e 28	2b 5e+ 39	16	>=15.5 to <16	Jasmine	5d+ 63	5d 47	5s 71	Not in line with Jasmine's progress in all subjects
	W 4e 14	W 4e 16	W 3e+	6	>=2.75 to <3					
	2b 5e+ 28	2c 5e+ 32	2b 5e+ 31	14	>=14.5 to <15	Anais	5d 40	5d 45	5e 24	Attainment with R and W slightly behind. But ahead in M.
	2b 5d+ 59	2b 5d+ 57	2b 5d+ 65	15	>=15 to <15.5	Jamie R	5d+ 55	5d 52	5d+ 58	Above in all areas.
	2b 5d 57	2b 5d+ 59	2a 5d+ 69	17	>=16 to <16.5	Kody Luke	5e 23 5d+ 57	5e+ 28 5d + 61	5s 82 5d+ 65	In line and above LP and KS in all subjects but Maths.
	2b 5e 21	2c 5e+ 30	2c 5e 21	12	>=13 to <14	Lewis Olivia	5e+ 25 5e+ 30	5e+ 34 5e+ 30	5d 43 5e+ 26	In line with writing and approximately in line.

Example of individual tracking:

		Maths					
		Sep 2017		Year 6 FFT 20% Prediction	July 2018 Target	Year 2	
First Name	Surname	TA Level	Percentage Score	Prediction	TA Level	Term 2	Term 3
[REDACTED]	[REDACTED]	1 Sec+	90%		2 S+	2d+	2d+
		1 Sec	76.67%	A-	2 S+	2d+	2d+
		N/A	N/A	W		1e+	1e+
		2c 5e 21	12	>=13 to <14			

Alongside the daily good QFWT (Quality First Wave Teaching) and all the interventions that the PP children are receiving is enabling them to make good progress. This is something that has been highlighted in C4L school evaluation days:

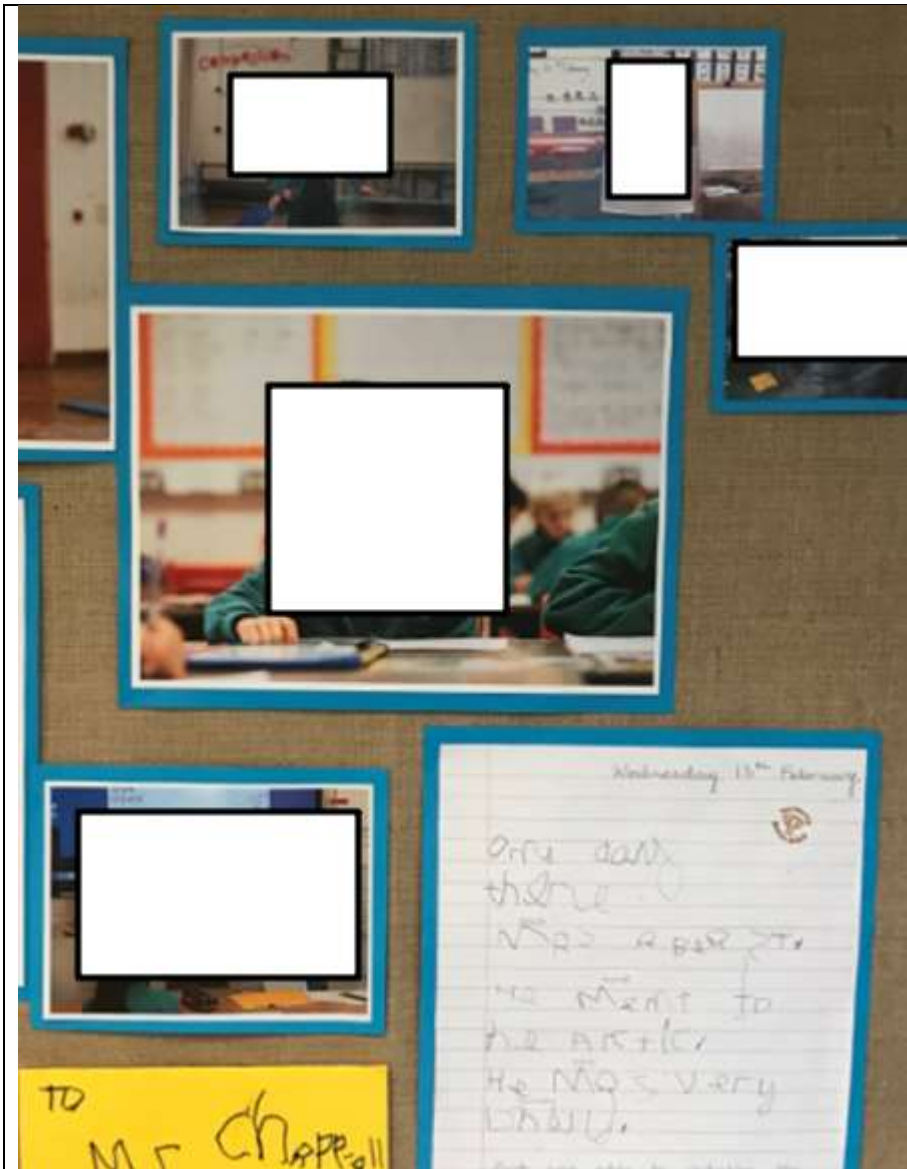
Note of Visit – School Improvement

Schools/ Settings Participating	St Helen's Primary School	Name of SIA	Jan Isaac	Date of visit	18/06/19
Alliance Hub number (if app)	C4L	Commissio ned By	School	Time of visit	8.15- 12.30
Staff Present	All staff	Preparation Time	2	Total Visit Time	6.25
Visit Note to	Headteachers, Chair of Governors, ELS, SIA and school file chair@southglosalliance.org.uk				

What did you find out?

- Teaching and learning observed was good or better in all classes and teachers demonstrated good subject knowledge.
 - Pupils were competent at using their phonic knowledge to build up and read new words this was evident in EYFS where pupils were involved in a range of activities in and outdoors.
 - Learning behaviours are excellent throughout the school. All pupils were well behaved and very motivated to learn. Attitudes of Pupil Premium pupils in Y6 were very impressive. One child with a recent [redacted] and a [redacted] with historic poor attendance were highly motivated and keen to share their learning. They had clear ideas of strategies to use in problem solving and reasoning tasks and talked passionately about their increased confidence and skills in maths.
 - The learning environment is of a very high standard and recent changes to the use of the building and promotion of values enhance this.
 - In a previous visit it was noted that some of the book corners appeared a little unloved. This had been rectified and pupils had access to high **quality** texts in areas that were accessible and inviting. A school based project in Y4 based on pupils' engagement and enjoyment in reading was proving to be successful and there were plans to roll this out across the school.
- Leadership and Management continue to be very strong. Very recent changes with the HT becoming an Executive HT across two schools and the reorganisation of the SLT making one of the DHT head of school is well thought out. They team are keen to make this new arrangement work for the benefit of both schools.

The progress of PP children across the school is good and the very through targets set and high aspirations for all children mean that the children make good progress. Children are very much part of the ethos and culture of the school.



135	267	To continue to develop and improve the	Pupil Premium Children's attendance	Children's attendance shows real improvement and	School Office KC AS EWO		
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		attendance of all Pupil Premium children.	improves individually and as a cohort. Individuals and families see an increase in attendance.	external agencies are actively working with school to address attendance issues. PP families' attendance increase by 2%. Targeted children increase their attendance rates by 5-7%.	External agencies such as FYPS. Cost of EWO: £840 Attendance admin office staff £2000		
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Background:

A number of our PP children have had in previous year's very poor attendance and have had very high levels of poor attendance and examples of high levels of broken weeks. Individual PP cases of low attendance in previous years were highlighted and support and interventions put in place for these children. This meant that the children were not accessing the opportunities that were given in school, and linked to previous rates of poor progress, a whole school target of attendance for 97% was set and for all PP children to improve their attendance by at least 2% and the average PP attendance to raise by 2%. Individual target children have also had their own target of raising attendance by 5-7%.

Attendance Significant Impact

At the end of the - the PP average attendance was: 94.6%. Individual cases of PP children's rates shows some of our target children increasing their attendance dramatically. Examples of PP children attendance improvements over the years demonstrates that are PP work has had a significant impact and attendance this year for some children has improved significantly. Some of the attendance of PP children has improved although significantly there is still examples of frequent broken weeks. The amount of broken weeks of PP children will be a strategic target for the next few years.

PP Strategy: Pupil Premium Aspirations: PP attendance continues to improve (+2%) so gap with peers diminishes.

School Target 2018-19 97%

Current PP Cohort 2017-18	PP Average 2014-15	PP Average 2015-16	PP Average 2016-17	PP Average 2017-18 End of Year	2018-19 Term 3:	% + / - From previous Year.	Whole school life average	Whole school life average V This Year:
Year 6 LEFT	91.28%	92.18%	93.9 %	94.9%				
Year 6	96.26%	96.8%	93.03 %	95.5 %	92.13%			
Year 5	92.75%	93.8%	91.5 %	96.5 %	94.66%			
Year 4	96.35%	96.55%	91.36 %	94.75 %	92.5%			
Year 3		82.4%	91.64%	92.46%	95.6%			
Year 2			92.9%	96.94 %	95.25%			
Year 1				95.77 %	89%			
Reception					97.98%			
PP Average for current cohorts:	94.16%	92.34%	92.38%	95.26% +2.88	Term 3: 93.87% Term 2: 93.20			

Examples of Individual tracking for attendance for PP children.

Year 5	<u>Yr R</u>	<u>Yr 1</u>	<u>Yr 2</u>	<u>Yr 3</u>	<u>Yr 4</u>	<u>Yr 5</u> Term 3
	98.6%	98.9%	98.4%	94.7 %	90.96%	94%
				100%	100%	100%
	91.7%	86.6%	89.2%	90.7%	98.67%	90%
PP Average	95.15%	92.75%	93.8%	91.5%	96.5%	94.66%

Previous attendances:	REC	Year 1	Year 2	Year 3
Year 3:	Year R	Year 1	Year 2	Year 3
PP			End of Year	Term 3
		97.3%	98.94%	97 %
	82.3%	87.63	88.03%	95%
	82.5%	90%	90.43%	95%
Average:	82.4%	91.64%	92.46%	95.6%
			+0.82%	

Attendance is moving in the right direction and teachers are encouraged to have challenging conversations about why children are not in school. A video was designed by digital leaders in Term 4 to develop an awareness of the importance of attendance and posted on the schools Twitter Site:

 **St Helen's Alveston** @sthelenspri · Apr 5

The digital leaders have been busy again. They have produced a lovely video, showing all the great things we have been doing this week to promote our value of Flying High and to target even higher attendance next term! #100%



224 views 0:10 / 2:09

1 4

Attendance

Congratulations to Holly class who had best attendance last week with 99.7%. The school total was 98%.
Congratulations to Elm class who had the best attendance this week with 98.6% and the school total was 95.5%.

With a large number of views and regular information in the newsletter about attendance we feel that attendance will continue to rise and the gap between PP and Non PP children's attendance will diminish: This has been seen over the last few years:
 2016-17 PP 92.38% V Non PP 2017-18 PP 95.26% V Non Pupil Premium 96.5% 2018-19 PP End of Year attendance:
 Attendance:

3 6	1 4 5	To develop PP children opportunities to attend extra-curricular and music enrichment clubs.	PP children across all key stages have access to all extra-curricular and enrichment clubs.	High aspirational targets sees 100% of all PP children doing at least one school club. PP Children not engaged in school clubs will be encouraged to attend clubs.	All members of staff running extra-curricular clubs Total Pro Soccer South Glos South Glos Music Hub. .		
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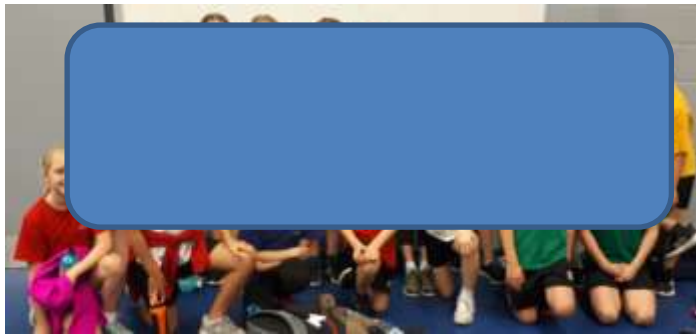
Background:

PP children were not accessing a range of different clubs that were on offer and some parents explained that they were not able to afford extra-curricular clubs and school camps. A very aspirational target was set for 100% of PP children to be accessing an extra-curricular club outside of school or music lessons and for all children to take part in school trips and activities.

Impact of PP spend: Moderate

At the end of the year over 70% of PP children were attending an extra-curricular club. (At the end of last year 60% of PP children were attending a club) Of the PP children 42% of KS1 PP children are doing a club, which is a significant increase. As part of the PE premium, lunchtime clubs are provided for all children and up to Term 4: 100% of PP children had been accessing this club regularly at lunchtimes.

Examples of PP children representing the school in different competitions:



Sportshall athletics



School football team.



School Choir

5	2 3 4 5	To develop separate pupil premium progress meetings alongside parents.	Pupil Premium children's barriers to learning are shared with parents and parents actively involved in trying to aid attainment and progress.	Parents regularly attend PP meetings which are set up at the end of each long term to talk to KC.	KC Leadership Time.		
Pupil Progress meetings were held in school and regular meetings held with more vulnerable PP parents- see record of CPOMS.							
Moderate Impact							
3	4 6 7	To develop better play time and lunch time experiences for Pupil Premium children.	Play equipment will be funded and set up for lunchtimes and break times to encourage better co-operation between PP children. PP children will be actively	PP children will be able to go into class ready for learning in a clam, relaxed atmosphere. PP children's behaviour and learning attitudes are good and we see a reduction in playtime incidents.	Play leadership time 5 days a week 1 hr x £13 X 39 weeks = £2,535		

			selected to be Play and Friendship Buddies.	Monitoring of PP children behaviour incidents are reduced.			
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Background:

A number of PP children have had difficulty managing their emotions in school and have several experiences of behaviour that have seen Red Card consequences, and difficulties at break times and dinner times. This means that children leave their classroom, to work in another classroom. This has meant that some children have potentially not made the progress that they should have. A number of children have emotional and behaviour difficulties and so we have looked at using PP funding to target lunchtime support specifically for these children, developing more opportunities for play and to improve behaviour at lunchtimes thus impacting on classroom sessions.

Impact of PP work: Significant Impact

Alongside the support of VB

Impact of Emotional and Behaviour support:

A number of PP children have received intensive 1:1 support time with behaviour specialist Vicky Borel these children are and the impact on these children:

Examples of Lunchtime and Break time activities 2018-19



In the above photos they all contain examples of PP children to show how they are engaged in the structured activities at Break time and Lunchtimes. CPOMS records of behaviours for these children shows a significant reduction in incidents and there have been no exclusions over the last 18 months.have not had any exclusions since Year 4) We feel this change in behaviour can be attributed to a number of factors including the more structured lunchtimes that gives activities for these children.

Lunchtime behaviour will continue to be targeted on the new strategic plan for 2019-20 and onwards.

15	1 2 4 5 7	To develop a link with New Siblands Special school.	Pupil premium children will develop the emotional intelligence and resilience to put effort into their work.	PP children will link with New Siblands school 1 hr a week in order to work alongside children from New Siblands. Activities will be developed in order to enable children to be positive about their own worth.	£33 x 1.5 hr x 19 weeks £940.50 Cost of Minibus: £30 X 12= £360		
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Background:

A number of PP children have difficulty in persevering and showing determination and resilience in school. This means that when academic work gets tricky they give up easily- this means that sometimes they will not try harder challenges. A number of children lack the emotional intelligence to be able to 'have a go'.

Impact of PP work: Significant Impact

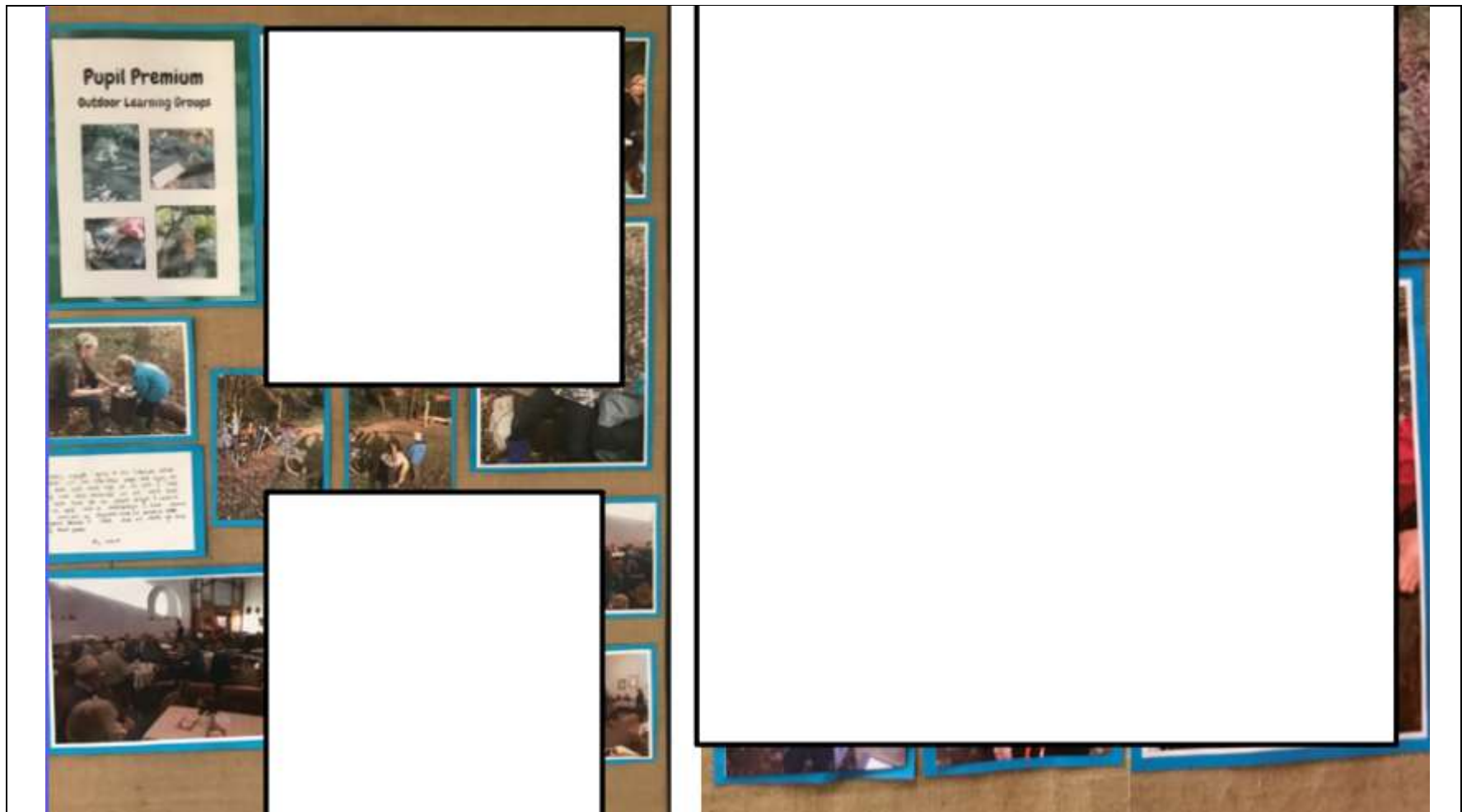
In order for PP children, to develop their resilience skills- we made a link with New Siblands Special school. The PP children have been working alongside children with significant needs. Working alongside these children really closely will enable us to identify the extreme effort and resilience that these children put into their education and then we can build on this back at St.Helen's with our PP children. The aim was to build further resilience in our PP children and by working alongside children with specific needs- the PP children also built good relationships encouraging the children to develop their confidence. The children worked for two terms that culminated in a Christmas performance at the Haven Café in Thornbury.

Insert Pupil Voice:



PP observations of children in class show that PP children are persevering with challenges and showing a renewed determination. The PP work with New Sibling's Special School has enabled the children to understand that they are unique and the importance of working to the best of their ability.

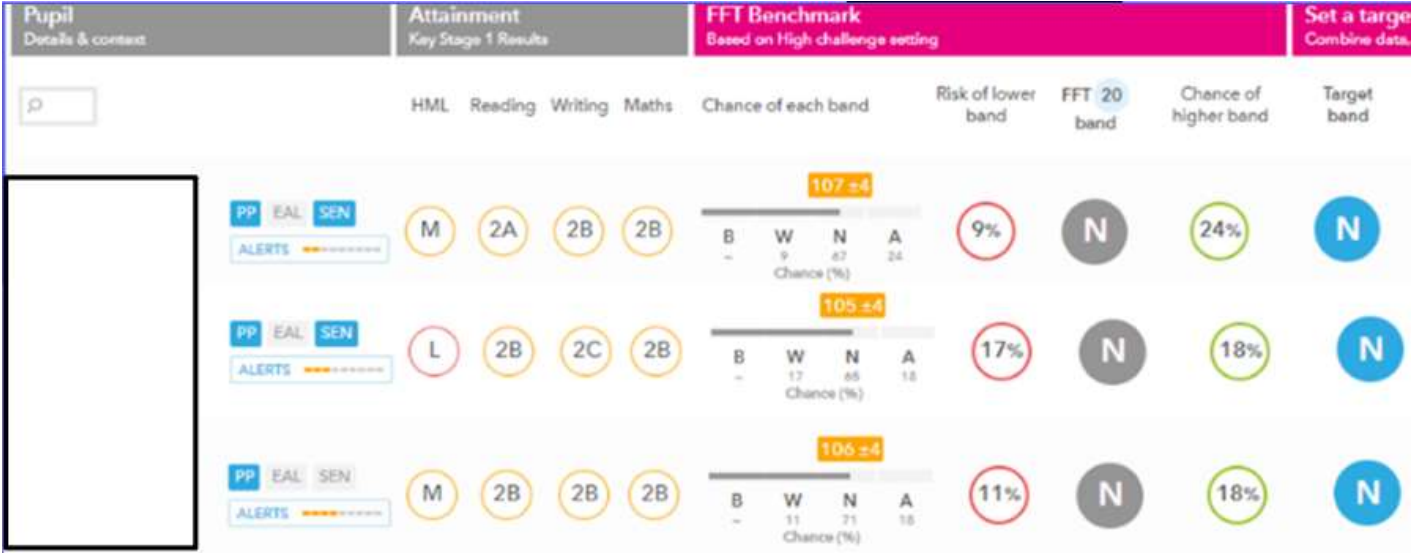
15	1 2 4 5 7	To develop PP mentor pack so each PP has an adult in school that they can relate to.	Pupil Premium child will meet up with another adult in school including TAs once a term for a catch up session to share any worries or difficulties.	Mentors are aware of any possible external barriers through meetings and are able to share with class teachers to ensure that children are making good progress.	TA release time KC		
To develop further strategic plan 2019-22							
36	2 4 5	To ensure that PP children across all areas of school have access to outdoor learning.	KS1 Pupil premium children will develop life learning skills working together in an outdoor environment.	Children are able to utilise skills in outdoor learning in all other areas of school life.	2.5 hrs a week x £13 X 39 weeks= £1267.50		
<p>Background: From Profiles of PP children, we recognise that some of our PP children do not have regular access to activities in the Outdoors in school and out of school. Some of these children also have difficulty working collaboratively which can have an impact in the classroom. Identified PP children from across the school from Year 1 to Year 5 have been receiving weekly outdoor learning sessions in order to develop confidence and resilience and to develop their skills to work in partnership and collaboratively.</p> <p>Impact: Significant: See example of case studies and PP Outdoor learning folder, including PP children's voice and Parent's voice: PP children had weekly outdoor learning opportunities. Feedback from parents and children was that this was a significant impact, in terms of engagement. These skills were then utilised in other areas of the curriculum.</p>							



1 2 3 4	1 2 3 4 5 6 7	Pupil premium children have access to a Maths homework club to enable to develop	PP Children who do not regularly do homework, will complete tasks in school, to help	Children are able to complete homework in school receiving teachers help when necessary.	(see Target 1.)		
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		their learning further.	develop their learning.				
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Background: (See above strand) Maths assessment and progress for PP children has risen over the last few years but saw a dip last year. Using FFT Top 20% targets have been set for the three PP children in Year 6.



These children have been receiving extra Maths booster homework sessions each week in order to help them complete tasks that they may not do at home.

Impact Significant:


PP children who received weekly intervention achieved the expected standards. 100% of children were able to achieve the standard. Children have made progress throughout the year and so impact of club has been moderate so far.

1 2 3 4	1 2 3 4 5 6 7	To develop one page profiles for PP children so that all members of staff know about the children, with additional information	All members of staff are aware of Pupil premium profiles and children's barriers to learning.	Pupil premiums children's profiles are regularly updated to show any achievements or external barriers that have been addressed.	All class teachers.		
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		provided by parents.					
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Background: Over -----_% of our PP children have identified SEN needs- individual SEN support plans have been developed and children’s key barriers to learning identified.

Impact: Moderate



PUPIL PROFILE 2018-19

These people are important to me:

THIS IS ME

Things I like or am interested in:

I watching scary programmes on TV

I like going to school and doing maths

Things I am good at:

I am good at English and technology (Computers)

Things I find difficult or need help with:

Handwriting

Other things I would like you to know about me:

No!

1 2	6 7	To observe PP children within the classroom every half term to observe classroom attitudes to learning.	Learning habits of PP children is deemed to be good and children are making good progress in all core subjects.	Observations of PP children shows that children are working well and making good progress. Data shows that they are closing the gap with their peers.	KC AS RA Monitoring SLT.		
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Background:
 A minority number of PP children in previous years had expressed a dissatisfaction about their schooling. Their attitudes to school was poor and we felt this also inhibited their own self -esteem, confidence and attitude to work. These factors then act as a barrier to their learning and lack of progress. A number of educational resources have been purchased to enable all children but in particular PP children to develop their attitudes to

learning. For example- Jigsaw PSHE that looks at develop emotional resilience, and Learning and Life skill sessions. This enables the children to develop their own learning habits and skills. For example in this academic year PP children have looked at developing speaking and listening skills and becoming better learners, looking at developing growth mind-sets.

Impact of PP work: Significant Impact

Pupil Video Conferencing of PP children shows that the vast majority of PP children enjoy school, (see separate PP videos)

Lesson observations of PP children in lessons and in 'drop ins' shows that PP attitudes to learning are good. Samples from books and Learning life skills shows children engaging in the different sessions. (See book samples/ monitoring records)

Attitudes to learning are identified as being very positive and this is been seen in the latest progress measures. In the latest SLT monitoring it was found:

SLT Monitoring

(Book Looks, Drop-ins, Pupil Conferencing)

WHOLE SCHOOL FEEDBACK: Pupil Premium and SEN Drop Ins



Focus of monitoring: 10 mins unannounced 'drop in' across school.

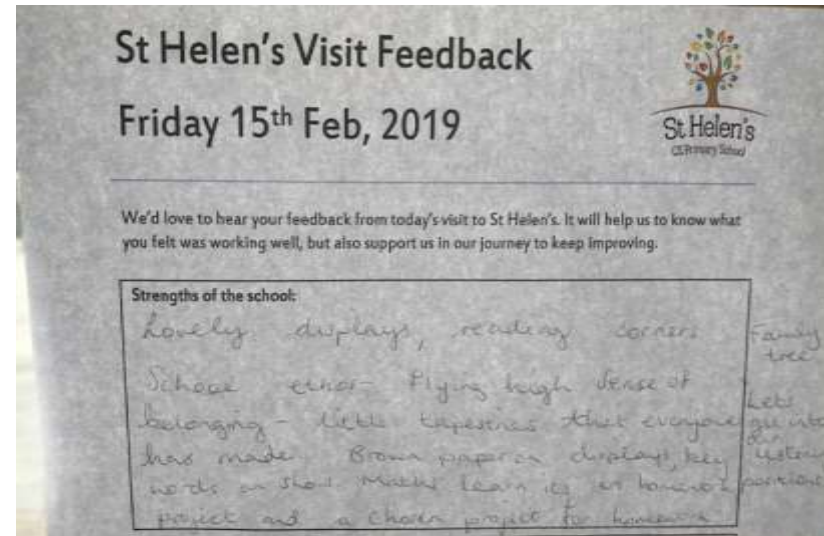
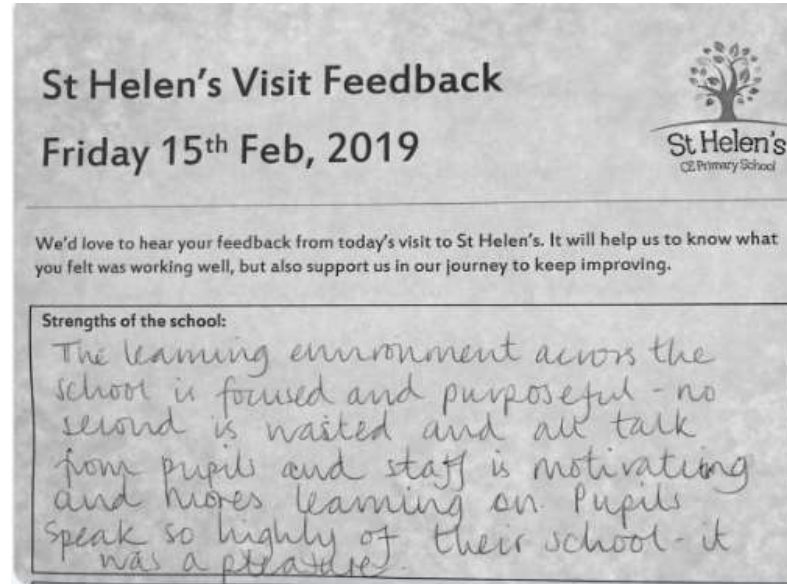
- Key school priorities for 2018/19:
- 'Good Everyday' – our teaching and learning guide
- SEN and PP learning habits- attitudes to work, behaviour, work samples etc.
- Use of TA working with children.

Term 2: Whole school feedback: Strengths

- All PP and SEN children very focused and were observed to be working really well with very good learning habits. (see videos and photos) PP and SEN children were displaying our Value of 'Flying High' really well, with behaviour in particular very good.
- The majority of PP and SEN children talked about wanting to do their best and how teachers had high expectations of them and other children.
- Teachers had very high expectations for PP children and SEN. If work was not considered good enough or needed improvements, children were able to share that it would need to be produced again in some lessons and talked about how they know they have to work really hard at all times.
- The majority of PP and SEN spoken to, could talk about what they were doing in the lesson and some referred to Lesson Objectives, Success criteria explicitly and talked about the importance of purple polishing.
- Work samples showed progression since the start of the year. Work on the day was for the vast majority very neat and well presented, and children were on task and producing really pleasing results. Nice variety of Maths and Writing work (see photos)
- Children had high expectations of themselves, wanting to do the very best that they could, which is a change from some other PP children we have experienced in the past.
- Some PP and SEN children were able to talk about their subject knowledge eg Year 3 children talked about similes they were using, Year 5 about relative clauses, Year 6 know their targets for their writing sessions and could talk about the importance of different punctuation.
- TA support was nice and varied throughout the morning. Some TAs used directly with a group of children that included some PP children and some with other groups of children.
- In one class some PP children were working outside the classroom that gave them the freedom to talk through their ideas whilst the rest of the class was working silently.
- Some PP and SEN children are having the chance to work independently, which is vital especially in KS1. Those that were working independently still had time with a teacher or TA throughout the drop ins.

JJ Year 5

Recent C4L school review visit identified that:

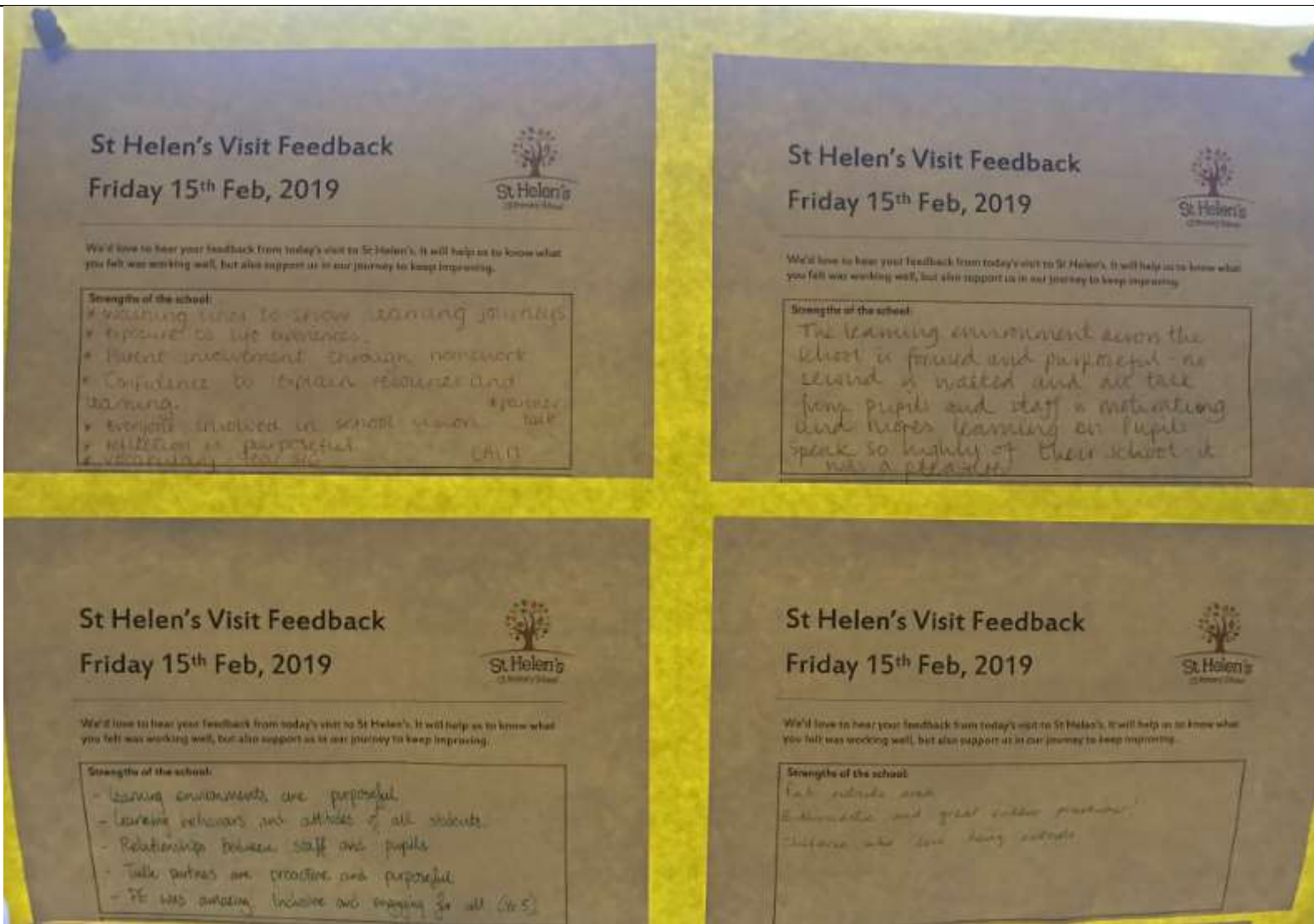


Engagement levels of all children are high and the culture and ethos of PP children is very good- this was highlighted in the most recent SIA reports.

Learning From the Action

What did you find out?

- Teaching and learning observed was good or better in all classes and teachers demonstrated good subject knowledge.
 - Pupils were competent at using their phonic knowledge to build up and read new words this was evident in EYFS where pupils were involved in a range of activities in and outdoors.
 - Learning behaviours are excellent throughout the school. All pupils were well behaved and very motivated to learn. Attitudes of Pupil Premium pupils in Y6 were very impressive. One child with a recent EHCP for autism and a traveller child with historic poor attendance were highly motivated and keen to share their learning. They had clear ideas of strategies to use in problem solving and reasoning tasks and talked passionately about their increased confidence and skills in maths.
 - The learning environment is of a very high standard and recent changes to the use of the building and promotion of values enhance this.
 - In a previous visit it was noted that some of the book corners appeared a little unloved. This had been rectified and pupils had access to high **quality** texts in areas that were accessible and inviting. A school based project in Y4 based on pupils' engagement and enjoyment in reading was proving to be successful and there were plans to roll this out across the school.
- Leadership and Management continue to be very strong. Very recent changes with the HT becoming an Executive HT across two schools and the reorganisation of the SLT making one of the DHT head of school is well thought out. They team are keen to make this new arrangement work for the benefit of both schools.



Video conferencing also demonstrates that PP children's attitudes to learning are very positive and that the children are happy in school.

5	2 4	To ensure that all Vulnerable children including PP children safe guarding is monitored closely,	All staff will be trained in the use of CPOMS programme and the programme implemented across school to ensure all children are safe.	Statutory safeguarding obligations are implemented. All children are safe in their school environment and any concerns are picked up very quickly.			
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Background: A number of PP families over the last few years have needed high levels of engagement and support. These PP families have required the assistance of the inclusion leader to help their child, for example engagement with health services, external services such as support workers and also required SAFs to be set up to develop preventative measures. Some of these children also have emotional and behaviour difficulties that can impact on school and their ability to work.

Impact Significant: PP children’s well- being is continually monitored. The safety and happiness of all our children is our priority and using the system CPOMS allows all staff members to be aware of issues that may be affecting PP children. As inclusion leader time is given to meet with parents to talk about any issues and to help with crucial early intervention.

Example from CPOMS:

The screenshot displays the CPOMS interface for 'len's CofE Primary School'. The top navigation bar includes 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', 'Account Settings', and 'CPOMS Staff'. On the right, there are buttons for 'Add Incident', a notification bell, and 'LOGOUT'. The main content area shows two incident reports:

- Anna ANDERSON** (ID: 1790) - Tue 29/01/2019 08:03 - Behaviour. Description: '... claimed he was chasing the girls (including ...) at break time of the 28.1.19, when ... hit him and he lost his temper and called her a cow. She told her brother ... who threatened to rip ... teeth out. ... admitted that he said he would hit him but claimed that ... didn't hit him first.'
- Richard ADAMS** (ID: 1642) - Thu 29/11/2018 07:25 - Behaviour. Description: 'Afternoon break, he insisted on disrupting the Y4 football. When challenged on this, he came up with excuses and persisted to answer me back. Notified Jon to action. Jon - please update me on follow up and if ... committed to changing his behaviour.'

At the bottom, a notification states: 'Richard ADAMS alerted you to this incident.' with buttons for 'next alert >' and 'mark as read'.

In this PP example – two teachers who do not directly teach the PP child have put a notification in which allows us to monitor and act upon any issues, behaviour emotional or social issues, including family safeguarding issues.
This links into safeguarding of pupils in which **all staff members** are aware that they are responsible for the safe guarding of all children.

3 4	2 4	To ensure that the behaviour and emotional needs of children are met.	Pupil Premium children with specific emotional needs are given 1:1 time with Vicky Borel – behaviour and emotional specialist.	Pupil premium children are able to access school life and instances of difficulties are minor and improvements are seen in terms of attendance and attitudes to learning.	Cost of VB Time: Terms 1 , 3, 5 £125 per day X 19 half days= £1187.50		
3 4	2 4	To ensure that any external inhibiting factors that PP children may have are picked up and dealt with.	External factors that may hinder a PP child's attendance and day at school are dealt with and KC is a link to the parents.	Pupil Premium children's attendance improves and external factors are communicated from families to school through KC link.	Leadership time.		

Background: A number of PP children have had difficulty managing their emotions in school and have several experiences of behaviour that have seen Red Card consequences, and difficulties at break times and dinner times. This means that children leave their classroom, to work in another classroom. This has meant that some children have potentially not made the progress that they should have.

A significant number of children have external factors that inhibit their ability to work in school.

Vicky Borel work significantly with these children offering 1:1 mentoring time. Vicky is also used as an link to some more 'harder to reach' families and will meet with these parents alongside the head and inclusion leader.

Impact of PP work: **Significant Impact**

Alongside the support of VB

Impact of Emotional and Behaviour support:

A number of PP children have received intensive 1:1 support time with behaviour specialist Vicky Borel these children are and the impact on these children:

1 2 4	3 4 5 6 7	To ensure that PP children make good progress and the gap is diminishing.	Pupil progress meetings are held by SLT and PP children are considered and the impact of any interventions measured.	Pupil Premium children make good progress.	KC leadership time SLT work		
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Background: Data points are held throughout the year at the end of each term. following these data points Pupil progress meetings are then held to discuss the impact of interventions and next steps for particular children. PP children are talked about significantly in these meetings that are held.

Impact of PP work: **Moderate Impact**

Examples of Pupil progress meetings templates that are used in meetings to analyse the data.

Date		Class		Teacher(s)		Number on roll			
17 th December 2018		2		Miss Hurd		30			
Barriers to Learning									
Name Additional Information (e.g., SEND PP Attendance)	Peer attachment	Percentage	Self Target	Current attachment	Percentage	What the child needs to learn for progress	What are the teaching strategies	Evaluation and Impact	
READING									
		66.71 23.21 44.64 42.86	2D+ 2D 2D+ 2D+	1D+ 1E 1D 1D	66.71 23.21 44.64 42.86	Develop fluency of reading	<ul style="list-style-type: none"> Targeted guided reading sequence with NW Maximise reading opportunities - Read to lunch time supervisor (Tuesday and Thursday) and parent helpers (Friday) MP2 lessons - reading audio 		
		71.43 55.36 62.5 26.79	EXP EXP EXP 2D	2E 2E 2E 2E	24.07 20.37 20.37 20.37	Develop fluency and comprehension (literal and inferential) to aim to be at the expected reading level e.g. Term 2 Orange	<ul style="list-style-type: none"> Targeted guided reading sequence with myself Whole class guided reading session (Wednesday) focusing on comprehension/ responding to a small number of questions <ul style="list-style-type: none"> Use DERK approach (picture focus) and link to pictures from our English text. Model and discuss answer similar question 		
	WRITING								
			34.9 10.2 29.02 N/A	2D 2D 2D 2D	1E+ 1E 1E+ N/A	34.9 10.2 29.02 N/A	To develop independence with oral rehearsal and sentence structure.	<ul style="list-style-type: none"> To use a Talking Tin to record a sentence, play it back and write it independently. As a class, use more TINY, including Kung Fu (VCOOP) punctuation to develop the use of capital letters and full stops. Outdoor learning - Find a hidden word related to our text. Write as many sentences as you can using that word. Mark for spelling. 	
			76.86 59.22 65.88 67.84 59.22 58.82	EXP EXP EXP EXP EXP EXP	2E 2E 2E 2E 2E 1D+	26.43 14.01 16.6 12.34 14.17 58.82	To improve spelling and sentence structure (P).	<ul style="list-style-type: none"> Spelling and handwriting intervention, focusing on key words. Develop spelling strategies: <ul style="list-style-type: none"> Word banks Use of the phonics sound 	Additional notes: <ul style="list-style-type: none"> Drop ins to review strategies Term 3 Week 2 SLT writing moderation Target groups focusing on English skills through the

Impact at the end of the year: PP children's progress was in line with their peers in the majority of core subjects:

Terms 1-4 Pupil Progress Summary, April 2019

Average Progress:

	Boys			Girls			Disadvantaged					
	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing			
Year 1												
Year 2	2.1	2	2.3	2.3	2.1	2.3	2	1.9	2.3			
Year 3	1.9	2	1.9	1.9	1.9	1.7	1.9	2.1	2.2	1.2	2.3	1.5
Year 4	2.1	2.6	2.4	2.1	2.6	2.3	2.2	2.6	2.5	2.4	2.9	2.5
Year 5	2.5	2.1	1.9	2.6	2.2	2	2.4	2.1	1.9	2.2	2.7	2.2
Year 6	3.1	2.5		3.1	2.6		3.1	2.4		3	2.6	

Average Attainment:

	Boys			Girls			Disadvantaged					
	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing			
Year 1	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Dev	1 Em+
Year 2	2 Dev	2 Dev	2 Dev	2 Dev	2 Dev	2 Dev	2 Dev	2 Dev	2 Dev			
Year 3	3 Em+	3 Dev	3 Em+	3 Em+	3 Dev	3 Em+	3 Em+	3 Dev+	3 Dev+	2 Em	3 Dev	3 Em
Year 4	4 Dev	4 Dev+	4 Dev+	4 Dev	4 Dev+	4 Dev	4 Dev	4 Dev+	4 Dev+	4 Em+	4 Dev	4 Dev
Year 5	5 Dev+	5 Dev	5 Dev	5 Dev+	5 Dev	5 Em+	5 Dev+	5 Dev	5 Dev	5 Em+	5 Dev	5 Em+
Year 6	6 Sec	6 Dev+		6 Sec	6 Dev+		6 Sec	6 Dev		6 Dev+	6 Dev	

4	3	To ensure that PP children have access to a range of school trips and uniform.	PP funding will be used to make sure that PP children are able to access educational school trips.	Pupil Premium children attend all school trips throughout the year.	Costings of potential trips: £1500 Camp Payments. Trips throughout the year:		
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Background:

Some parents have in the past expressed difficulty in finding payment for different school trips including the Year 6 camp. As a school we have set the expectation was for all PP children to take part in all school trips and activities regardless of ability of parents to pay. Funding has been found to enable PP children to take part in additional trips.

Impact of PP spend: Significant

At the end of Year all PP children have had accessed to trips which have involved their peers. On occasions this has been funded by the PP funding.



4		To develop Pupil Premium learning champions around school	<p>Pupil Premium children in Year 6 and 5 work alongside KS1 Pupil Premium children to help with Reading, Maths, Writing.</p> <p>Pupil premium children visit other classrooms to talk about why school matters etc.</p>	<p>Year 5 and 6 Pupil Premium children to visit other classes in school.</p> <p>Talk about being role models and the importance of learning and behaviour.</p>	Leadership time:		
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Background: To continue our value of Flying High learning councillors have been identified throughout the school. These children are selected for their learning attitudes and to talk to visitors and show a parents around the school. One of these children that we talk about in assembly about our value of Flying High is a PP child. This is also rolled out by developing learning partners and buddies for reading and Times tables rockstars.

Impact: Moderate:

Pupil Premium Children Flying High at St.Helen's

