

Pupil premium strategy statement 2016 - 17

1. Summary information					
School	Norton Primary Academy				
Academic Year	2015/16	Total PP budget	£267,960	Date of most recent PP Review	n/a
Total number of pupils	366	Number of pupils eligible for PP	203	Date for next internal review of this strategy	May 2017

2. Current attainment Y6 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Age Related Expectation in reading, writing and maths	40%	60%
% achieving Age Related Expectation in reading	45%	71%
% achieving Age Related Expectation in writing	70%	79%
% achieving Age Related Expectation in maths	70%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Higher numbers of pupils entitled to Pupil Premium working below Age Related Expectation within either reading, writing or maths than those not entitled to Pupil Premium in most year groups, despite making greater progress than their peers. - progress needs to accelerate further to close the attainment gap
B.	In almost all year groups fewer pupils entitled to Pupil Premium are working at greater depth in either reading, writing or maths than their peers.
C.	Less developed oral language skills on entry to school continue to impact upon attainment in subsequent years in both reading and writing with pupils entitled to PP attaining less well than their peers at the end of KS1 and KS2.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance and punctuality rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and impacts on progress and attainment
E.	For some pupils specific barriers to learning impact negatively upon attainment and motivation.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the numbers of pupils entitled to Pupil Premium working at Age Related Expectations in all year groups in reading, writing and maths.	Pupils eligible for PP make significantly greater progress than their peers in order to close the attainment gap at ARE within year groups in all year groups. Assessment system used very effectively to identify targeted support, within class and beyond, so that interventions (including tuition) have swift impact. Academy focus upon improving the teaching of reading impacts significantly on all pupils and particularly those entitled to PP
B.	Increase the numbers of pupils entitled to Pupil Premium working above Age Related Expectations in all year groups in reading, writing and maths.	Accelerated progress results in greater numbers of pupils eligible to PP attaining at 'higher standard' / 'greater depth' in reading, writing and maths in all year groups. More able pupils are challenged effectively to enable depth of learning to be developed.
C.	Improve oral language skills for pupils eligible for PP in Reception and Key Stage One so that greater numbers attain ARE in CL / Literacy.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP (other than those with complex additional needs) meet age related expectations in CL, reading and writing. Pupils entitled to Pupil Premium attain at least in line with NA in reading, writing and phonics by the end of Key Stage One. Staff in EY and KS1 apply strategies / approaches to enhance vocabulary at all opportunities.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils.
E.	Reducing barriers to learning through specific approaches and targeted support	Pupils eligible for PP make accelerated progress in reading, writing and maths. Barriers to learning are reduced / removed so that engagement in learning rises. Families are supported effectively.

5. Planned expenditure					
Academic year		2016/17			
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?
<p>A. Improved progress for PP pupils working below ARE</p> <p>B. Increased numbers of PP pupils working above ARE</p> <p>C. Improved oral language skills in Reception and KS1</p>	<p>Staff training on further developing quality first teaching including: Every Lesson Outstanding course Good practice visits Lesson coaching / Snapshots of learning Further refining use of effective marking and feedback approaches Introduce metacognition across the academy based on the Rosendale primary school 'ReflectED' approach</p>	<p>Some of the PP will be invested in longer term change which will help all pupils. Evidence, including EEF, consistently identifies that the impact of Quality First Teaching on pupils entitled to PP is greater than for 'other' pupils. As a significant amount of PP is allocated for additional support staff it is crucial that their CPD is equally invested in. Metacognition as an approach is deemed to one of the most successful in raising attainment, average gain +8 months.</p>	<p>Course selected using evidence of effectiveness. Use PDDs and staff meetings to deliver training. Regular snapshots of learning (no formal assessment) from Leadership Team to support more formal monitoring, supported by lesson coaching. Lessons from training embedded in school policies and approaches. Impact of metacognition will be evaluated through all monitoring and through pupil / staff views. Clear impact of additional support staff when working within class.</p>	<p>Phase Leads SENCo Principal Vice Principal English Lead Maths Lead</p>	<p>Termly commencing January 2017</p>
January 2017 review	<p>DP working at ARE: Reception, Y1, Y2 (other than writing), Y3- Y6 all show increased number of DP pupils working at ARE from below ARE starting points. DP working above ARE: Y6 increase in all subjects, Y5 only in writing (less in maths and reading), Y4 decrease in all subjects, Y3 increase reading / decrease in others, Y1 and Y2 increase in all subjects. Note of caution in KS2 as Target Tracker has changed slightly the Autumn term above ARE level. ELO course completed by 4 teaching staff December 2016, disseminated January 2017 – whole staff PDD to be delivered February 2017 based on challenge element of the training. Post inspection VP timetable and additional leadership time provided via Pupil Premium to focus upon further improving quality of teaching with specific emphasis on challenge. Introduction of metacognition is beginning to impact on children's self-reflection on learning – next steps to ensure development of self-challenge / resilience. Increase of 15% of DP pupils working at ARE in Reception CL following restructure of SL TA role – gap remains and particularly for DP boys which requires further targeting and use of real life context etc. Following KAGAN CPD attended by many staff elements of this will now be rolled out across the academy as part of the wider metacognition / quality first teaching strand from February 2017.</p>				

<p>May 2017 review</p>	<p>In almost all year groups the numbers of DP working at ARE in KS2 have continued to improve although Y4 writing still remains low. In KS1 numbers have remained stable while in Early Years though still low improvements are evident. In LKS2 and Y1 the numbers of all pupils (and therefore DP) are low at above ARE (partly related to assessment system) and in Y2 the numbers of DP at above ARE remains stubbornly low.</p> <p>There has been clear impact of the KAGAN training in KS2 but less so across KS1 – this was evidenced by pupil views (BS) and is a focus area for summer term. Where KAGAN approaches have been used the impact is evident in pupil independence, coaching ability etc.</p> <p>Strategies from the challenge PDD are being implemented and there is a tangible difference in the level of challenge in most classes in English and especially Maths – this is not yet as evident in subjects across the wider curriculum.</p> <p>Refinements to marking in maths are ensuring more immediate challenge and support is in place.</p>				
<p>A. Improved progress for PP pupils working below ARE</p> <p>B. Increased numbers of PP pupils working above ARE</p>	<p>Further develop teaching and subject knowledge across the curriculum.</p> <p>Archimedes Maths Hub membership – staff CPD</p> <p>Teaching of reading professional development for all staff</p> <p>EEF Transforming Tees Literacy project</p> <p>Specialist teaching: MFL, IT</p>	<p>In order to ensure that all staff are confidently able to deliver the requirements of the curriculum with a particular emphasis on English and Maths a range of CPD and access to subject area expertise is planned. Again, the impact of quality first teaching is seen to have a significantly greater effect on pupils entitled to PP. As a result of data analysis this is highly targeted towards the teaching of reading in its broadest sense throughout the academy though further development of maths (in particular reasoning) is also a focus.</p>	<p>Share and cross-evaluate effectiveness with other schools as part of NET, Transforming Tees and Raising Achievement Partnership.</p> <p>Regular snapshots of learning (no formal assessment) from Leadership Team to support more formal monitoring, supported by lesson coaching. This will include via external experts including a reading consultant.</p> <p>Clear impact of additional support staff when working within class.</p>	<p>English / Maths lead</p> <p>Phase leads</p>	<p>Termly commencing January 2017</p>
<p>January 2017 review</p>	<p>DP working at ARE: Reception, Y1, Y2 (other than writing), Y3- Y6 all show increased number of DP pupils working at ARE from below ARE starting points.</p> <p>DP working above ARE: Y6 increase in all subjects, Y5 only in writing (less in maths and reading), Y4 decrease in all subjects, Y3 increase reading / decrease in others, Y1 and Y2 increase in all subjects. Note of caution in KS2 as Target Tracker has changed slightly the Autumn term above ARE level.</p> <p>Archimedes maths link not in place until January 2017 – hub organisation – VP now maths lead and taking proactive approach to all aspects of developing maths at speed including through coaching.</p> <p>NET Director of Teaching capacity focused initially upon developing maths and mastery within maths with VP.</p> <p>Post inspection VP timetable and additional leadership time provided via Pupil Premium to focus upon further improving quality of teaching with specific emphasis on challenge.</p> <p>Intense CPD for all staff provided in teaching of reading, both whole staff, phase based and intervention training – as a result teaching of reading comprehension in particular is better developed in KS2. Use of updated RWI tests has identified gaps in phonetic fluency for some pupils in KS1 and early KS2 – restructure of RWI sessions to develop fluency of passages rather than simply words Spring term. RWI consultancy day booked March 2017. Impact of Better Reading Partnership evident for targeted pupils Y2-Y5.</p> <p>Introduction of peer coaching (Y6 LA to Y4 LA maths and Y3 to Y5 reading) is beginning to demonstrate impact – consideration to wider use end of Spring term.</p>				

May 2017 review	<p>Cross reference data from point 1. Significant time has been devoted to the development of a new model for teaching maths with a particular focus upon fluency / reasoning. This has been supported by NET DoT and informed by wide research. Although in its infancy this approach is providing staff with a structured way in which to develop fluency so that reasoning / mastery can be embedded. Over the summer term focus will be upon determining the future approach for arithmetic. All leads have used additional leadership time to focus upon key areas including reading, expectations and challenge including within the deployment of support staff. As a result the quality of provision continues to improve. During the summer term, post SATs, the VP will undertake targeted coaching support to further embed good teaching across the academy. RWI development day focussed upon phonics into fluency: immediate actions followed to realign teaching approaches carefully monitored by the RWI lead. As a result currently 83% DP Y1 are on track to achieve the pass rate. Within Y2/LKS2 focussed intervention is in place to support those pupils not yet fluently reading and re-using of RWI books in guided reading sessions in new delivery format is supporting this. Pupils undertaking Better Reading Partnership continue to make very strong progress (sometimes up to 18 months reading age gain in 10 weeks). Sounds training booked for Summer 2 for targeted Y5 (possibly some Y4).</p>				
C. Improved oral language skills in Reception and KS1	Further enhancing the development of oral language skills and vocabulary by refining provision, redesigning the EY timetable and providing extended real-life experiences	Refining the deployment of the speech and language focused teaching assistant from interventions to class support not only will impact on pupils applying language in context but on establishing a higher priority throughout EY/KS1 on language development. Previous deployment, although effective, was not transferring into everyday and classroom contexts as well. Good practice shared through the Transforming Tees project has highlighted the importance of early language and vocabulary development. Development of an Early Reading Lead role will support this.		EY Lead KS1 Lead English Lead SENCo Early Reading Lead	Termly
January 2017 review	<p>Increase of 15% of DP pupils working at ARE in Reception CL following restructure of SL TA role – gap remains and particularly for DP boys which requires further targeting and use of real life context etc. Deployment of SL TA within environment rather than predominantly withdrawal groups has supported other staff in terms of development of communication and enabled children to generalise their learning. Timetable needs to incorporate opportunities for targeted work for identified Y1 pupils in similar way. Early reading lead role in place – further development of role beyond support for RWI will embed – link with English lead.</p>				
May 2017 review	<p>Increase of further 8% of DP pupils working at ARE in CL Reception over the Spring term. This remains significantly lower than none but to some extent is linked to the specific individual needs of pupils in terms of speech / language / understanding. Y1 pupils are received tailored support including through use of props such as puppets linked to learning. Speech therapist to support Reception staff to plan for communication / vocabulary across the curriculum. Joint environment audit with EY lead to take place. Talkboost will now be delivered by SLCTA so more time can be devoted to depth of learning.</p>				
Total budgeted cost				£20,000	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved progress for PP pupils working below ARE</p> <p>B. Increased numbers of PP pupils working above ARE</p> <p>C. Improved oral language skills in Reception and KS1</p>	<p>Refine and develop the quality and delivery of a range of intervention strategies focussed primarily on English and Maths.</p> <p>Develop intervention 'experts'.</p> <p>Extend the use of evidence based interventions.</p> <p>Participation in EEF Catch Up Numeracy project.</p>	<p>Although a number of intervention approaches have been utilised in the past their impact has been variable. Developing intervention experts is a regular feature of schools which use Pupil Premium very effectively.</p> <p>Wider use of evidence based intervention approaches will enable pupils and staff to benefit more from the additional teaching time.</p> <p>Interventions will include Better Reading Partnership, Reading Inference, TalkBoost as well as continuation of successful interventions such as Sounds training, phonics and Numicon approaches. Peer mentoring will also be introduced as a form of intervention through participation in the Transforming Tees project.</p>	<p>Current intervention experts will cascade their knowledge as appropriate. CPD and planning time is built into the plans for individual / groups of staff.</p> <p>Consult local schools which have used the programmes to identify any potential barriers to good implementation.</p> <p>Leads to monitor both delivery and impact closely.</p> <p>Teaching assistant timetables altered so that each delivers a pre or post school intervention group every week to limit time missed by pupils from the broader curriculum.</p> <p>Peer tutoring will be overseen by the Vice Principal who will support pupils and staff with delivery.</p>	<p>Phase leads</p> <p>SENCo</p> <p>English lead</p> <p>Maths lead</p> <p>Vice Principal</p>	<p>Termly commencing January 2017</p>
<p>January 2017</p>	<p>Project X has been well received by identified children all of whom have made gains in their reading ages, most accelerated. A review has taken place for Spring continuation in order to ensure pupils are receiving the appropriate targeted support for reading.</p> <p>Better Reading Partnership – all children who have taken part have made accelerated gains in reading age, some more than 18 months in ten weeks. This is then transferring through to all reading. Highly successful intervention to be used by further targeted DP pupils Spring term Y2 – Y5.</p> <p>EEF Catch Up Numeracy program – although data isn't available yet analysis of individual logs and aspects of Target Tracker data suggest early impact.</p> <p>Talkboost has been introduced Spring 2017 – to be analysed following implementation.</p> <p>Reading inference strategies have been incorporated both into guided and whole class reading alongside targeted groups with impact evident for all aspects.</p> <p>Sound Training (Y5 and 6 Y6) Reading gains average of 15 months in 2 months - some with gains of 30 months and all significantly accelerated. Syllabic approach further applied for teaching of spelling in UKS2.</p> <p>Peer mentoring has focused upon Y6 Maths LA to Y4 Maths LA with clear impact on all pupils and in particular the LA Y6 pupils (this has been evidenced also by external verification). A review of the class based reading tutoring (Y3 to Y5) has shown that this approach as a whole class has had less impact. Therefore for Spring 2 the targeted group approach will be used and closely evaluated for impact by the end of Spring term.</p>				

May 2017 review	<p>Much of the information remains the same as above in terms of successful interventions. The full Project X program for reading is being purchased due to the impact and further TAs are to be trained to deliver BRP. Very early analysis of the fluency intervention in LKS2 is promising – this will be closely evaluated by both LKS2 and English lead. EEF catch up numeracy shows significant gains for many pupils within the program, particularly Y4, within the program assessment but this has yet to filter through to TT assessments. In Y5 a review highlighted an issue with timetabling which has been addressed for summer term to ensure consistency of quality delivery and therefore impact. With the rollout of the new feedback and delivery style in maths less intervention is needed however it is important that for pupils with specific gaps especially those not yet at ARE that interventions are still considered. Peer mentoring is developing beyond the intervention stage in terms of KAGAN approaches in KS2 and for some Y2 – the focus is upon ensuring this is developed across KS1 in summer term.</p>				
A.Improved progress for PP pupils working below ARE	<p>Analysis of the current Year Six cohort identifies a group of pupils who will benefit from smaller group teaching in English and Maths. Restructuring of the Vice Principal's timetable has occurred in order to facilitate this.</p>	<p>Smaller group instruction for these pupils led by an excellent teacher will accelerate progress whilst enabling the wider cohort to benefit from being taught in smaller class groups for English and Maths daily. This approach has been used previously however as this was only for three mornings a week it was less successful than it might have been five days a week to ensure a cohesive learning opportunity.</p>	<p>Protection of Vice Principal teaching time is crucial and supported through phase leads undertaking of specific roles during morning teaching times where necessary. Pupil participation in the small teaching group is evaluated at least half termly to ensure provision is meeting needs. PPA time planned jointly for VP with Y6 teachers.</p>	<p>Principal UKS2 Lead SENCo</p>	<p>Half termly commencing November 2016</p>
January 2017	<p>Delivery of small group teaching for identified pupils has accelerated progress and application of basic skills in reading, writing and maths for majority of pupils as identified in book scrutiny, data and test outcomes. Daily teaching is much more effective for both this group and the wider Y6 cohort. Detailed discussions occur at each pupil progress meeting to ensure effective targeting and transference of skills back into whole class sessions. Vital that PPA discussions take place particularly with regard to test preparation and depth of reading comprehension skills.</p>				
May 2017 review	<p>Additionally to the above during Spring 2 BS has been released 3 afternoons a week to support Y6 targeted intervention groups. Impact on test performance in practices is evident and supports the progress made due to the arrangements that have been in place for teaching this group all year. Following SATs the Y5 cohort will be split into three teaching groups for the remainder of the academic year to secure strong baselines for entry to Y6.</p>				

<p>A. Improved progress for PP pupils working below ARE</p> <p>B. Increased numbers of PP pupils working above ARE</p>	<p>Tuition has been successfully delivered by teachers for two academic years to targeted groups of pupils. Analysis has demonstrated least impact in writing so focus will be on other core areas. This will also include a focus on more able pupils this year.</p>	<p>Continuation and refinement of the tuition offered to identified pupils both pre and post school. This has been a successful approach and is delivered by teachers in small groups (no more than 6) for blocks of six weeks focused on reading, grammar / spelling and maths. Pupils are selected should they be at risk of not attaining ARE or if they are being challenged to reach higher standard. Initially for younger pupils this will focus upon family based workshops.</p>	<p>Extra teaching time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths and English leads alongside phase leads.</p> <p>Engage with all parents to ensure high engagement and attendance and to discuss any concerns to maintain high level of participation.</p>	<p>English lead</p> <p>Maths lead</p> <p>Phase leads</p>	<p>Termly commencing January 2017</p>
<p>January 2017</p>	<p>Progress since start of year: DP other than maths equal to / greater than peers; Y2 other than reading equal to / greater than peers; Y3 progress slightly above peers in reading, slightly below in other areas; Y4 above peers in reading and writing, equal to in maths; Y5 equal to peers in reading and writing, above in maths; Y6 equal to peers reading and maths, above in writing. As earlier in most year groups increased numbers working at ARE in reading, writing and maths.</p> <p>Pre-school tuition has been refined over the year and is now well-attended in general and maximising learning time / reducing time missed for interventions within the curriculum. Tuition has been delivered in UKS2 and LKS2 after school by teachers with a focus upon PP pupils working below ARE. Reception family workshops taking place January reading and March use of Numicon.</p>				
<p>May 2017 review</p>	<p>Progress for DP pupils in UKS2 is consistently stronger for DP pupils. Within LKS2 it is slightly less in Y3 in maths and writing (it should be noted over 75% of year group are DP so this skews the figures a little). In KS1 DP pupils are making equal progress to peers – this is therefore a focus area to ensure effective targeting of additional resources / TA support / tuition etc.</p> <p>Numbers of DP pupils predicted to attain at greater depth / higher standard in Y6 has risen and is almost equal to peers. However in Y2 the numbers predicted to reach above ARE is significantly lower than peers and NA.</p>				
Total budgeted cost					<p>£174,865</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D. Increased attendance rates</p>	<p>Parent Support Advisor role redefined to include first day response provision. Introduction of attendance panels to address</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step. In school data identifies this is a persistent gap which needs to be addressed, at times equally through persistent extended lateness.</p>	<p>Vice Principal will monitor weekly to swiftly identify trends in conjunction with PSA. PSA workload and diary scheduling will be reviewed regularly to ensure that sufficient time is prioritised for this element of the role.</p>	<p>Vice Principal</p>	<p>Half termly commencing November 2016</p>

	attendance under 90% initially. Criteria for first intervention raised from 90% to 93%.	Further analysis suggests a key target group are pupils with attendance just above the definition of persistent absence.			
January 2017	Rigorous procedures in place led effectively by VP which includes attendance panels, holiday absence request phone call discussions, telephone contact for emerging punctuality / absence issues. Late registers introduced January 2017. Reinvigorated attendance reward system in place. Whole school attendance 95.8% December 2016 (-0.2 NA) – DP gap -1%. Persistent absence 13.6% - DP gap -1%.				
May 2017 review	The impact of the relentless focus upon attendance and punctuality is having impact: Late arrivals reduced by 38% Whole school attendance end spring term 96% - DP 95.5%. PA reduced to 9.4% - DP 10.5%. Summer term focus: DP/SEN pupils, Reception pupils.				
E.Reducing barriers to learning for identified pupils	Refocus learning mentor roles so that specific pupils and families are supported in reducing a range of barriers to attainment / learning. Continue with Parent Support Advisor role to support families with a range of concerns. Extend provision of TAMHS therapeutic service.	For some pupils unpicking barriers to learning is more complex and requires a further layer of support. As these are often highly individual mentor support can create stronger links between pupil, family and school. Previously, therapeutic support was limited due to time constraints – extending this will not only provide support more swiftly but will enable other support such as in-class, pupil self-referral and group interventions to be provided – all of which can impact directly on attainment and attendance.		Year 6 teachers	Jun 2017
January 2017	Refocusing of learning mentor roles to within LKS2 and UKS2 teams has enabled phase leads to structure timetables more effectively with increased accountability. Learning mentor projects evidence some positive impact – refocus to support SEMH focus in response to behaviour analysis. Timetable alterations for afternoons will enable structured conversations with parents. Late book role has dramatically reduced lateness since introduction at start of Spring term. PSA role being full-time has had significant impact on ability to support wider range of families. Number of Early Help assessments has increased so that individual families are receiving joined-up support in a range of ways ranging from parental health, attendance, financial, housing and behaviour support. Effective links between the VP and PSA have been developed to support families with complex attendance issues. TAMHS support has focussed upon individual and family based therapy with support / guidance offered to individual staff as necessary. Significantly more children have accessed support to deal with a complex range of issues.				
May 2017 review	Many points are in continuation of above. SEMH projects are positive within sessions: SENDCo to review transference and impact beyond group sessions through both teacher and pupil questionnaires.				
				Total budgeted cost	£73,095

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
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
Improving attainment and progress in English and Maths KS1 and KS2	Ensure quality of teaching is at least good by: All staff undertaking good practice visits Phase reviews Lesson coaching CPD – curriculum requirements, targeted quality of teaching intensive CPD	Mixed: externally led phase reviews and other evidence demonstrates quality of teaching to be at least good across the academy. KS2 writing and maths data identifies that pupils are performing at least in line with NA based on early data. No data comparisons available for KS1 as yet. Phonics data, both end of Y1 and Y2 cumulative, identifies provision enables pupils to achieve in excess of national and local averages consistently. Attainment in reading however, particularly for PP pupils is significantly lower.	Specific CPD such as the 'Every Lesson Outstanding' program had notable impact on provision and will be provided to further staff in the coming year. Approaches to teaching phonics are very successful and will continue to be implemented. Focused good practice visits, at a range of levels including support staff, teachers and leads, will be arranged on a more refined, specific basis this year to develop highly targeted areas.	Total: £20,000 CPD including good practice visits (cover) £10,000 Additional leadership release time: £10,000
Develop the teaching of maths with a specific focus upon reasoning and maths mastery.	Whole staff CPD led by maths consultant included: PDD Phase maths observations / bespoke coaching Support for maths lead	Broadly met: by the end of KS2 attainment in maths against new age related expectations was above NA overall with minimal PP gap. Progress for PP cohort was stronger than for peers. Attainment above NA was less strong and will be a focus next year.	Consultant coaching approach was a very effective model which will be used to support development in other areas such as reading next year. Early signs from the mastery/ Shanghai style approach to the reasoning element of maths have demonstrated some impact and will be developed further next year through involvement in the Archimedes Maths Hub.	Total: £4,000 Consultant support £4,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve attainment for PP pupils not yet working at ARE in English and Maths</p>	<p>Small group teacher led tuition. TA interventions focused on closing gaps identified through Target Tracker assessment system.</p>	<p>Mixed: pupils attending after school tuition made most gains when tuition was focused upon maths, spelling or reading rather than writing. Use of Target Tracker to identify gaps was very successful and in some cases very effective in closing the gaps. Specific approaches such as the Sounds approach and Numicon have been rolled out more broadly as their impact has been strong whereas others including Beanstalk reading have not showed as much impact. Y6 additional teacher 3 days per week had impact for some pupils but needed to be consistent five mornings per week.</p>	<p>Tuition delivered by teachers will continue but will not focus upon writing as this was less effective. Alternative approaches to supporting writing will be investigated. Teaching assistant timetables will be altered to include a session of pre-school tuition to maximise learning time and reduce time missed from other curriculum areas. Whilst some interventions were very successful for example Sounds, Phonics and Numicon there is a need to develop a more extensive bank of proven intervention strategies. Further tuition and interventions will also be focused towards higher attaining pupils. Y6 additional teacher will be across all five morning sessions.</p>	<p>Total: £147,300</p> <p>Tuition £5,000</p> <p>Additional staff £135,800</p> <p>Speech and language support: £4,000</p> <p>Externally delivered interventions: £7,500</p>
<p>Improve attainment for pupils in EY who are working below ARE in CL</p>	<p>Deployment of speech and language support heavily based in EY / KS1 with higher focus upon developing CL in EY</p>	<p>Mixed: Attainment in all areas of CL improved with little PP gap. However, this then did not filter through to attainment in reading and writing so remains a focus area for next year.</p>	<p>Analysis of approach identified that much of the support was 'out of class' therefore children did not always generalise their learning outside of these sessions. Time was often weighted to pupils with complex speech difficulties who will now be prioritised for speech therapist input. Realigning the organisation of the role will support this and provide CPD for other staff with regards to vocabulary and maximise language development more broadly, especially when combined with real life visits.</p>	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Reduce barriers to learning for identified pupils including attendance</p>	<p>Role of learning mentors to be redefined to include aspirational links, visits. Additional support services including TAMHS therapeutic services.</p>	<p>Mixed: wide range of links made with range of institutions including universities, Princes Trust etc which engaged pupils well. Limited impact on attendance partly due to other timetable reorganisation led to review of role of PSA. Range of pupils supported through both class-based support and projects in which high levels of involvement and motivation were seen. Effective parental engagement evident.</p>	<p>Learning mentors based within phase teams for morning sessions to support more effective timetabling. Newly appointed VP will support role development to ensure effective targeted support. Increased PSA hours will enable more effective, swift attendance support for identified pupils going forward.</p>	<p>Total: £59,000</p> <p>Additional staffing: £49,000</p> <p>External services: £5,000</p> <p>Visits / projects: £5,000</p>
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7. Additional detail

In order to determine the pupil premium strategy, the following have been taken into account:

- External data including FFT, local authority and national comparisons
- Internal data analysis including for attainment, progress, attendance
- Reviews of provision including School Achievement Partner discussions, phase reviews
- Best practice visits and research including the Transforming Tees project