

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Holymead Primary School				
Academic Year	2018-19	Total PP budget	£147,840	Date of most recent PP Review	09/18
Total number of pupils	609	Number of pupils eligible for PP	111	Date for next internal review of this strategy	09/18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2% achieving national standard or above in reading, writing and maths	69%	70%
% achieving the national standard or above in SPAG	86%	78% (All pupils)
Progress measure in reading	1.81	0.31
Progress measure in writing	0.32	0.24
Progress measure in maths	1.54	0.31
KS1% achieving national standard or above in reading, writing and maths	39%	69% (All pupils)
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.	PP pupils (especially PP boys) display lack of engagement in/and/or opportunities for reading.	
B.	PP pupils who achieved L 2c/2b or below EXP at end of KS1 lack the basic maths skills to achieve national standard at end of KS2.	
C.	PP pupils (especially boys) enter KS1 below expectation because of low starting points.	
D.	PP pupils (especially boys) not interested in reading, writing or maths and therefore not meeting expectations at the end of KS1	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Lack of parental support for PP pupils in their learning.	
F.	Mental health and wellbeing of PP pupils (and their parents/carers).	
G.	PP pupils have limited opportunities to engage in extracurricular activities.	

H.	PP pupils (especially boys) enter YR with poor starting points e.g. poor oral skills, poor physical skills, can't sit still, don't want to listen	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Increase number of PP pupils who achieved Level 2c/2b at end of KS1 in reading achieve the national standard at end of KS2.</p> <p>Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.</p>	<p>At least 84% (15/18) of Pupil Premium pupils achieve the expected standard in Reading at the end of KS2 2018-19.</p> <p>All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2. 63% of PP pupils achieve EXS in RWM combined.</p>
B.	<p>Maintain number of PP pupils who achieved Level 2c/2b at end of KS1 in maths achieve the national standard at end of KS2.</p> <p>Number of PP pupils achieving at least EXS in RWM combined at the end of KS2 is in line with National for All pupils.</p>	<p>At least 78% (14/18) of Pupil Premium pupils achieve the expected standard in Maths at the end of KS2 2017-18.</p> <p>All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2. 63% of PP pupils achieve EXS in RWM combined.</p>
C. D. E.	PP pupils more engaged in reading in school and at home.	<p>PP Library clubs take place in Years 3, 4 and 5. Year 6 PP Boys Reading group in Term 2.</p> <p>Reading diaries for PP pupils are checked and updated regularly.</p> <p>PP pupils at risk of not achieving expected outcomes receive 1:1 reading support in KS1 and EYFS. PP Pupil survey shows increased levels of engagement in reading.</p>
F.G.	Improve the emotional wellbeing of PP pupils (helping them focus on learning).	<p>Learning Mentor/Family Link Worker employed to support pupils and their families' emotional needs. Attendance rates for PP pupils remain in line with non PP pupils. Outcomes for PP pupils improve. PP pupils receive financial support to access trips, visits, clubs and residential visits.</p>

H.	Increase the number of PP pupils leaving the Early Years with a Good Level of Development by engaging parent/carers in their child's education.	At least 40% of PP pupils to achieve GLD by the end of YR. Parents of PP pupils are more engaged and participate in school and home learning.
E.H.	Increase the number of PP pupils achieving the national standard in R,W,M in KS1.	50% of PP pupils to achieve national expectation in Reading. 45% of PP pupils to achieve national standard in writing. 45% of PP pupils to achieve national standard in Maths. 45% of PP pupils to achieve EXS in RWM combined.

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improve attainment in Reading, Writing and Maths.	Focus on monitoring the quality of teaching of writing in Year 3 and supporting teachers in Year 4 in bringing the % of pupils working at EXS to at least in line with national outcomes.	Outcomes in writing were significantly lower in Year 3 compared to other year groups in KS2 in 2017-18. There is also a new team in Year 3 who will need support with planning and pitch.	Lesson observations in Year 4 Term 2. Book scrutiny in Year 3 Terms 1 to 5.. Book scrutiny in Year 4 Terms 2 to 5. Pupil progress meeting Terms 2, 4 and 6.	KS2 English SL KS2 Maths SL	July 2019
	Continue to monitor the quality of teaching and accurate assessment of Maths in Year 1. Use of Maths skills tracker and GL arithmetic test in Yr 1. Support teachers in EYFS in increasing the % of pupils working at EXS and EXC.	Pupils enter Yr 2 with significant gaps in basic Maths knowledge and skills. This is not necessarily reflected in teacher assessment on Target Tracker.	Book scrutiny in Terms 2, 3 and 4. Pupil progress meetings in Terms 2, 4 and 6. Lesson observations in Terms 2, 3 and 4. Support from Sue Raynor (Maths Hub) Term 1.	Maths SL KS1 DH EYFS lead	July 2019
Total budgeted cost					£23,517.04
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?
Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 & 6. One to one tuition in Years 3, 4, 5 and 6.	Interventions based on the Shanghai Maths model. This model has been championed by the DfE over the last few years. Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in both our school and other schools. CPD focus on guided maths teaching.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of Rapid Response intervention monitored by maths leader. Impact of 1:1 tuition monitored by assessment leader. Student on placement recruited to deliver 1 to 1 Maths in Years 3 and 4.	Maths Leader DHT KS2	T2 T4 T6 2018-19

Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in other schools. Our own data provides evidence of the impact of 1:1 reading support used at our school.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of reading interventions monitored by assessment leader using pre and post assessment data. All reading interventions to be observed by SENCO, RR teacher, and feedback given.	SENCO RR Teacher DHT KS2 DHT KS1	T2 T4 T6 2018-19
Improved outcomes at end of KS2 in writing.	One to one pupil/teacher Writing Conferences delivered by Class teachers in Years 5 and 6.	Some of the students need targeted support to improve their writing through pupil/teacher conferences. 1:1 tuition been independently evaluated and shown to be effective in other schools. Our own data (both qualitative and quantitative) provides evidence of the impact of 1:1 writing conferences for Disadvantaged pupils at our school.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of this initiative monitored by assessment leader through data analysis and pupil progress meetings.	SENCO RR Teacher DHT KS2 DHT KS1	Year 6 T3 T4 2018-19 Year 6 T6 2018-19
Improved outcomes at end of KS1 in reading	Majority of EYFS PP pupils to have received the A-Z reading and writing intervention by the end of EYFS. Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading.	Students are identified in Y1 for the RR programme. PP are prioritised. Evidence shows it allows pupils to bridge the gap.	PP LSA will deliver A-Z intervention to pupils during EYFS. Children are selected for the RR programme through a set criteria. The programme rigorously monitors and track pupils through KS1 and KS2. They are also internally tracked by assessment lead. RR teacher is assessed yearly by the programme. Children having received RR are then provided with at least 1 round of BRP to ensure continued progress. Yr 1 pupils will be selected for BRP during Term 3.	RR teacher DHT KS1 EYFS lead	T2 T4 T6 2018-19

Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	End of KS1 data showed that 98% of pupils 2017-18 passed the phonic check. Above national. Tracking shows interventions impact on pupil outcomes.	Pupils are tracked in Y1 and Y2. They are tested in T2, T3 and T4 to assess progress. Dedicated LSA timetabled in Y2 to deliver phonic interventions. children are identified for Direct Phonics, Phase 3 and Phase 5 phonic interventions as necessary. Progress of all PP children will be closely monitored.	DHT KS1	T2 T3 T4 T5 2018-19
Improved outcomes at end of KS1 in writing	Rapid Write in Y2	Internal data shows that RW allows the 'gap' to be narrowed between pupils that are age related and those that aren't.	EYFS and Y1 data will be used to identify individuals for the intervention. Pre and post assessment data will be used to monitor progress.	DHT KS1 English lead KS1	T1, T2, T3,T4 T5, T6
Improved outcomes at end of KS1 in maths	Maths intervention groups – Numicon and Rapid Response Power Maths books. Maths skills tracker sheet used in Yr 1. GL Maths assessments in Yr 1.	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'. The maths intervention groups will partially use the Shanghai same day intervention method which has been successfully trialled in KS2.	Numicon has a structured programme which is overseen by the Maths lead, this will be used for SEN/LAG pupils. Pupils are tracked regularly. KS1 DH to work with Maths SL to ensure Numicon is being used as an in class support strategy and an intervention strategy for PP children in EYFS and KS1. KS1 DH and Maths SL to ensure GL assessment and Maths skills tracker is being used. Power Maths books are being used to reinforce class learning in Maths.	DHT KS1 Maths lead	T2, T4, T6

Improved outcomes at end of EYFS	1:1 support for PP pupils. Identify gaps in GLD areas early in year and provide support to raise percentage of PP children achieving GLD at the end of EYFS. PP stay and play sessions to engage PP parents.	National and school evidence shows that PP pupils, particularly boys are entering Reception behind their peers, especially in reading, writing and maths.	EYFS lead is to work closely with a dedicated LSA in YR to provide tailored interventions for PP to meet their needs and bridge the 'gap'. Evidence is monitored regularly to ensure progress. PP LSA to provide targeted support in English and Maths. Interventions such as A-Z and Numicon will be provided. KS1 PP LSAs to follow this model of in class support for KS1 PP children.	EYFS lead KS1 DHT	Ongoing monitoring and assessment.
Total budgeted cost					£68.384.99
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Year 6. PP Library clubs in Years 4&5. Increase in 1:1 Reading support. PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery. PP pupils to receive free books throughout the year. EYFS PP children have story book learning pack lending scheme.	We had previously used a similar model of leadership to address poor levels of attainment in boys' writing. This model of distributive leadership coupled with a macro management approach had achieved very positive results. There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Regular reviews at staff meetings each term. Pupil progress meetings in terms 2, 4 and 6.	HT DHT KS1 DHT KS2 English SL Learning Mentor/Family Liaison Officer	Termly staff meeting Pupil progress meetings T2 T4 T6

Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	Pupils' mental health issues have been highlighted as a barrier to learning nationally. Disadvantaged pupils often require greater emotional support as a result of the pressures on families from disadvantaged backgrounds. This is a major barrier to their learning.	PP database to track PP pupils. Ensure all PP pupils receive additional support. Pupil Progress meetings to identify pupil's academic and emotional needs. Track PP attendance.	HT SENCO Learning Mentor/Family Liaison Officer	Ongoing meetings between HT (DHT) and Learning Mentor/Family Liaison Officer Pupil progress meetings T2 T4 T6
Prepare children for entry to school.	Liaise with local nursery provision to talk about school readiness. Stay and play sessions for transition and specific PP stay and play sessions.	Evidence from local cluster schools shows that children who attend a school's nursery are much better prepared for school.	A member of EYFS staff will attend local nurseries to discuss expectations for the start of school. They will share good practice such as 'Dough Gym' and discuss the expectations for starting school such as pencil grip, fine motor skills and name writing. Regular visits will be arranged to monitor progress. Themed stay and play sessions throughout the year.	EYFS lead DHT KS1	Meetings to be organised in T2, T4, T6
Total budgeted cost					£48,955.47
2018-19 Grand Total					£147, 840.00 (including additional detail below).

6. Additional detail

Support for costs eg camps, trips, clubs £6,982.50

Total = £147,840.00

1. Review of expenditure				
Previous Academic Year ie 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment in Reading, Writing and Maths.	Focus on monitoring the quality of teaching of writing in Year 4 and supporting teachers in Year 5 in bringing the % of pupils working at EXS to at least in line with national outcomes. Focus on monitoring the quality of teaching Maths in Year 1. Support teachers in Year 1 in increasing the % of pupils working at EXS. Use of Maths skills tracker and arithmetic test to monitor and address gaps in arithmetic skills.	<p>Achieving EXS in Year 4 in R W M combined:</p> <ul style="list-style-type: none">Year 3 % at EXS T1 to T6 comparison: 45% v 58%Year 4 % at EXS T1 to T6 comparison: 58% v 58%Year 5 % at EXS T1 to T6 comparison: 56% v 63%Year 6 % at EXS T1 to T6 comparison: 66% v 75% <p>End of KS2 outcomes have increased and exceed national outcomes. Outcomes for PP pupils exceed outcomes for all pupils nationally. Outcomes have also increased in Years 3 and 5.</p> <p>YR 1 69% ARE+ / 17% GDS in Maths for all pupils. For PP pupils 54% ARE+ / 15% GDS. Which is an increase for all children and a significant increase on the attainment of PP children in the previous year.</p>	<p>A focus on RWM % on track for EXS and HS have been highlighted through:</p> <ul style="list-style-type: none">Staff meetingsTarget Tracker trainingPerformance ManagementPupil Progress Meetings <p>This has enabled teachers to independently identify focus pupils and track their progress and attainment. As such teachers have been strategic in how they support each individual pupil e.g. focus groups during lessons, homework activities, and assembly time interventions/support.</p> <p>Maths lead has worked closely with Yr 1 providing support and monitoring. Arithmetic tests were introduced along with Maths skills tracker. The arithmetic test did not demonstrate progress, therefore we changed this and have now purchased GL Maths assessment. One assessment will be completed during Term 1 and the second during Term 6. The skills tracker will be closely monitored for completion, this will provide evidence of progress for children throughout the year. The White Rose Maths scheme is now embedded in Yr 1. A Yr1 teacher is now attending meetings at the Maths Hub to share good practice and</p>	£24,705.95

			receive support for resources. She supports teachers across Yr 1 with this.	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost						
Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 & 6. One to one tuition in Years 3, 4, 5 and 6.	Improved outcomes for PP pupils in Maths at EXS and HS. Outcomes at EXS for PP pupils above outcomes for all pupils nationally. Gap in outcomes at EXS for PP pupils compared to non-PP pupils closed from 13% to 7%. <table><tr><th>Subject</th><th colspan="2">%EXS+</th></tr><tr><td></td><td>2017</td><td>2018</td></tr></table>	Subject	%EXS+			2017	2018	The KS2 Maths leader has played a pivotal role in supporting colleagues in Years 4 and 5. This has ensured effective curriculum coverage. The use of Nfer summative assessment tests, White Rose materials and termly arithmetic tests have enabled teachers and senior leaders to track the progress of attainment of pupils and direct resources to support pupils who require additional support. The Rapid	
Subject	%EXS+									
	2017	2018								

		<table><tr><td>Reading</td><td>46%</td><td>67%</td></tr><tr><td>Writing</td><td>62%</td><td>67%</td></tr><tr><td>SPAG</td><td>62%</td><td>80%</td></tr><tr><td>Maths</td><td>77%</td><td>80%</td></tr><tr><td>RWM</td><td>31%</td><td>67%</td></tr></table>	Reading	46%	67%	Writing	62%	67%	SPAG	62%	80%	Maths	77%	80%	RWM	31%	67%	Response Maths intervention is now established in Years 4 and 5. One to one Maths tuition in Years 5 and 6 continue to have a high impact. KS2 DHT is exploring the possibility of recruiting a University student on placement to provide one to one Maths support to PP pupils in Years 3 and 4. KS2 Maths Leader to introduce Guided Maths Teaching strategies based on the principles established for reading and writing. This will focus on problem solving and reasoning.							
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Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	Improved outcomes for PP pupils in Reading at EXS and HS. Gap in Outcomes at EXS for PP pupils compared to all pupils nationally closed from 26% to 8%. Gap in outcomes at EXS for PP pupils compared to non-PP pupils closed from 44% to 19%. <table><tr><td>Subject</td><td colspan="2">%EXS+</td></tr><tr><td></td><td>2017</td><td>2018</td></tr><tr><td>Reading</td><td>46%</td><td>67%</td></tr><tr><td>Writing</td><td>62%</td><td>67%</td></tr><tr><td>SPAG</td><td>62%</td><td>80%</td></tr><tr><td>Maths</td><td>77%</td><td>80%</td></tr><tr><td>RWM</td><td>31%</td><td>67%</td></tr></table>	Subject	%EXS+			2017	2018	Reading	46%	67%	Writing	62%	67%	SPAG	62%	80%	Maths	77%	80%	RWM	31%	67%	Promoting a Love of Reading was a performance management target for all staff. This built on the successes from the previous year. Key to this is the availability of quality classic and contemporary children's literature and the personal interest and love of books demonstrated by teachers/school staff. Extracurricular activities such as Reading Cafes and Library Club have been very popular. KS2 DHT delivers book study groups for PP Boys in Year 5 and 6. Year 6 teachers continue to support colleagues with guided reading planning and strategies. KS2 English leader to invest in new contemporary literature for classrooms and library.	
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	2017	2018																							
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Improved outcomes at end of KS1 in reading	Majority of EYFS pupils to have received the A-Z reading and writing intervention by the end of EYFS. Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading.	KS1 SATs outcomes: 50% of PP pupils achieved ARE in reading (9/18 pupils). This is an 8% increase compared to last year. EYFS: 33% of EYFS PP children achieved the expected level in reading (6/18), and 33% of EYFS PP children achieved the expected level in writing (6/18). Did not meet required impact. Reading Recovery: PP children book level progress in a typical 20 week block receiving Reading Recovery BRP: PP children made on average 3.7 months/ 5 book levels progress in reading age over 30 sessions. NA guided reading group -100% at ARE 20% at GDS (5 pupils).	A-Z for all pupils was unachievable. EYFS will ensure that all EYFS PP children will receive A-Z intervention if appropriate to their reading level. The majority of pupils will receive this support in Terms 5 and 6 for the academic year 2018-19. More regular phonic sessions will be taught in 2018-19. Using Yr 1 LSAs to support Yr 1 children in class and for phonic interventions was successful. Children needing BRP support were identified during term 4. Each child that received RR will have BRP. Yr 2 children have BRP with Yr 2 LSAs/BRP parents. This will continue for the academic year 2018-19.																						

Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	77% of Yr 1 PP children passed the phonic check (10/13) – an 18% increase from last year. 67% of Yr 2 PP children passed the phonic re-check (4/6) – a slight increase from last year.	Targeted phonic support groups in both Yr 1 and Yr 2 were successful. As children were finished A-Z intervention from EYFS during Term 1, Direct Phonic support did not start at the beginning of the academic year for children. A-Z for the coming academic year will remain an EYFS strategy, therefore Direct phonic intervention will start in Term 1 for those children that are extremely low in their phonic knowledge in Yr 1. Identified children will then move on to Phase 3 phonic interventions. Yr 2 phonic re-check intervention groups will continue in Yr 2, PP LSA will work closely with KS1 HLTA to organise groups and phonic	
Improved outcomes at end of KS1 in writing	Rapid Write in Y2	KS1 SATs outcomes: 39% of PP pupils achieved ARE in writing (7/18) which is a slight decrease from last year. Rapid Write – An overall average increase for PP children in pre and post intervention test scores of Log 1 – 9.57 Log 2 – 18.57 Log 3 – 20.27	This intervention addressed the need of individual children. There were attendance issues with a PP child, this would impact upon the progress of this child. Rapid Write will continue in academic year 2018-19. KS1 DH to ensure that children are identified for this support in Yr 2 and monitor impact closely. PP pupil progress meetings are held each term (x6 per year), any issues will be identified through monitoring intervention assessment information and pupil progress meetings.	
Improved outcomes at end of KS1 in maths	Maths intervention groups. Numicon intervention. Maths skills tracker sheet used in Yr 1. Arithmetic test in Yr 1.	KS1 SATs outcomes: 44% of PP children achieved ARE in Maths (8/18), this is a slight increase on last year. Rapid response was used on a weekly basis to identify children who needed further consolidation on a particular topic and/or children who had misconceptions which were leading to mistakes in their Maths skills. Often MAG children with a focus on PP children and those at risk of not converting. Numicon Intervention Programme was given to a group of Yr 1 PP children who were identified as children who may reach ARE. On average these children made 8.14 months progress over a period of 16 weeks. Two SEN PP children received the Numicon intervention programme in Yr 2 these children made 5.5 months progress over 16	Rapid Response (yr 2) – successful and will continue to take place with MAG children with a focus on PP children and those at risk of not converting in the academic year 2018-19. KS1 DH to work with Maths SL to ensure Numicon is being used as a strategy to support SEN/LAG children in KS1. In Yrs 1 and 2, in class support will be provided by PP LSA and in addition to this, the White Rose Power Maths books will be used for all PP children. The progress of PP children will be tracked regularly.	

Improved outcomes at end of EYFS	1:1 support for PP pupils.	EYFS outcomes: 33% of PP children achieved GLD, a 17% decrease on last year. PP LSA provides targeted in class support in English and Maths. Interventions such as A-Z and Numicon have been provided. Numicon – PP children made on average 8 months increase in maths age in 6 months. A-Z – an average increase of 15 in test scores from entry to exit. 33% of PP pupils achieved the expected standard in reading and 6% achieved exceeding. 1:1 reading – 28% of PP children left Reception on book level 6 or above.	A-Z for all pupils was unachievable. EYFS will ensure that all EYFS PP children will receive A-Z intervention if appropriate to their reading level. PP interventions will start in Term 1 of the academic year 2018-19. The new EYFS lead will monitor this. PP LSA will continue to support in class English and Maths. More Rapid progression through Phase 2 and 3 phonic sounds in EYFS. Progress and attainment of PP children will be monitored closely. Stay and Play sessions for PP parents will start in Term 2.	
			Total Targeted Support	£70,782.37

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
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Year 6. PP Library clubs in Years 4&5. Increase in 1:1 Reading support. PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery. PP pupils to receive free books throughout the year. EYFS PP children have story book	KS1 SATs outcomes: 50% of PP pupils achieved ARE in reading (9/18 pupils). This is an 8% increase compared to last year. EYFS: 33% of EYFS PP children achieved the expected level in reading (6/18), and 33% of EYFS PP children achieved the expected level in writing (6/18). Did not meet required impact. Reading Recovery: PP children book level progress in a typical 20 week block receiving Reading Recovery BRP: PP children made on average 3.7 months/ 5 book levels progress in reading age over 30 sessions. NA guided reading group -100% at ARE 20% at GDS (5 pupils).	Promoting a Love of Reading was a performance management target for all staff. This built on the successes from the previous year. Key to this is the availability of quality classic and contemporary children's literature and the personal interest and love of books demonstrated by teachers/school staff. Extracurricular activities such as Reading Cafes and Library Club have been very popular. KS2 DHT delivers book study groups for PP Boys in Year 5 and 6. Year 6 teachers continue to support colleagues with guided reading planning and strategies. In EYFS and KS1 the book corners are a pivotal feature in classrooms. Children enjoy sharing books and relaxing with friends. Key texts are used for planning in each year group. KS1 children continue to enjoy visiting the library and using the library lending system. EYFS children enjoy taking home the books from the class library books. The PP free book scheme will be changed for academic year 2018-19 in KS1 and EYFS, children will receive a copy of some of the key texts that are used in class, they will be able to share these at home with families. The story lending packs in EYFS did not prove to be very successful in academic year 2017-18, this will be changed for the year 2018-19. These packs will be shared with parents at the PP stay and play	

	learning pack lending scheme.		sessions where parents can chose a pack to take home and share with their child.	
Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	KS1: Learning Mentor/Family Liaison Officer meets regularly with families that need continued support. Parents are signposted to relevant services as needed. The relationship between parents and school is good, with parents dropping in to ask for support. During transition from pre-school, PP children's emotional needs are identified. PP LSA is used during the first term of school in EYFS to ensure children are developing social and emotional skills, any identified needs are passed on to Family Liaison Officer.	This strategy continues to be successful with CPOMs being used successfully as a means of communication between staff.	
Prepare children for entry to school.	EYFS lead is to liaise with local nursery provision to talk about school readiness.	EYFS lead has maintained the link with Hamilton's pre-school. KS1 Deputy Head assessed the 'school readiness' and pencil grip of pupils coming from a range of settings. The pre-school setting that scored the highest in both of these was visited by out EYFS PP LSA who returned with a number of suggestions to incorporate into our EYFS provision.	Raising an awareness of school readiness has ensured that we address the specific needs of PP children. The school readiness sticker chart will continue into academic year 2018-19, this has ensured that all parents are aware of the need for this for their children. School readiness checklists were provided at the EYFS curriculum evenings ensuring that parents are aware that we are monitoring this on entry to school. KS1 deputy head will continue to analyse the school readiness and pencil grip of children from pre-school settings and begin to build a picture over time. EYFS PP LSA will contact ST Lukes pre-school to introduce herself and offer support for school readiness, this will be another link in the local community along with maintaining the link we have with Hamilton's pre-school.	
			Other approaches	£ 38,671.68
			Grand Total	£ 134,160.00