

Pupil Premium Strategy Review 2017-2018 and Planned Expenditure 2018-2019

1. Summary Information					
School Name	Ratby Primary School				
Academic Year	2017-2018	Total PP Budget	£64,860	Date of most recent PP review (if applicable)	13 th June 2018
Total number of pupils	362	Number of pupils eligible for PP	53	Date of next internal review of this strategy	June 2019

2. Current attainment and attendance		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	30%	78% (awaiting)
% making expected progress in reading (as measured in school)	80%	83% (awaiting)
% making expected progress in writing (as measured in school)	100%	78%(awaiting)
% making expected progress in maths (as measured in school)	90%	83%(awaiting)
% absences	38%	15% (awaiting)
% persistent absenteeism	15%	33%(awaiting)

2a. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Improve reading fluency and comprehension skills for pupils eligible for PP
B.	In some year groups pupils eligible for PP identified as high attaining are making less progress than other high ability pupils
C.	Improve mathematical reasoning and problem solving across the school
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	Parents of some pupils eligible for PP do not support or help pupils to practise basic skills and reading at home.
E.	Attendance for a few pupils eligible for PP are below the whole school target (90%). This reduces their school hours and causes them to fall behind on average
F.	Some pupils have a severe medical condition affecting attendance and progress.
G.	Some pupils have additional Special Educational needs for which they have an EHCP

3. Review of expenditure for previous year – 2017-2018

i. Quality of teaching for all

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost																																																																																		
Whole School Approach to Reading using Reciprocal Reading Strategies in addition to Guided Reading and Whole Class RIC Monitor progress and attainment through standardised tests and pupil progress meetings. Smaller class sizes to ensure progress in Reading	Improve reading fluency and comprehension skills for all pupils	<p>Reciprocal read strategies had an impact on all pupils improving fluency and comprehension skills. Particularly on the development of pupils asking and answering their own questions and inference. This was evident in learning walks. Pupil progress meetings highlighted areas needing focus for improvement and strengths. Reading across the school progressed in all year groups. Smaller class sizes had a big impact on this. Reducing class size appears to result in around three months' additional progress for pupils, on average.(EFF)</p> <table border="1"> <thead> <tr> <th>Reading KS1</th> <th>Nat 17</th> <th>Rat 18</th> <th>Diff</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>75%</td> <td>76%</td> <td>-1%</td> <td>78%</td> <td>75%</td> <td>+3%</td> </tr> <tr> <td>GDS/HA</td> <td>20%</td> <td>25%</td> <td>-5%</td> <td>29%</td> <td>26%</td> <td>+3%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading KS1</th> <th>Nat 17</th> <th>Rat 17</th> <th>Nat 18</th> <th>Rat 18</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>63%</td> <td>25%</td> <td>awaiting</td> <td>50%</td> </tr> <tr> <td>Non-PP</td> <td>79%</td> <td>79%</td> <td>awaiting</td> <td>82%</td> </tr> <tr> <td>GAP</td> <td>-16%</td> <td>-54%</td> <td>awaiting</td> <td>-32%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading KS2</th> <th>Nat 17</th> <th>Rat 18</th> <th>Diff</th> <th>Nat 18</th> <th>Rat18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>55%</td> <td>72%</td> <td>-17%</td> <td>76%</td> <td>75%</td> <td>+1%</td> </tr> <tr> <td>GDS/HA</td> <td>19%</td> <td>25%</td> <td>-6%</td> <td>24%</td> <td>28%</td> <td>-4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading KS2</th> <th>Nat 17</th> <th>Rat 17</th> <th>Nat 18</th> <th>Rat 18</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>60%</td> <td>22%</td> <td>awaiting</td> <td>50%</td> </tr> <tr> <td>Non-PP</td> <td>77%</td> <td>66%</td> <td>awaiting</td> <td>83%</td> </tr> <tr> <td>GAP</td> <td>17%</td> <td>44%</td> <td>awaiting</td> <td>-33%</td> </tr> </tbody> </table>	Reading KS1	Nat 17	Rat 18	Diff	Nat 18	Rat18	Diff	EXS+	75%	76%	-1%	78%	75%	+3%	GDS/HA	20%	25%	-5%	29%	26%	+3%	Reading KS1	Nat 17	Rat 17	Nat 18	Rat 18	PP	63%	25%	awaiting	50%	Non-PP	79%	79%	awaiting	82%	GAP	-16%	-54%	awaiting	-32%	Reading KS2	Nat 17	Rat 18	Diff	Nat 18	Rat18	Diff	EXS+	55%	72%	-17%	76%	75%	+1%	GDS/HA	19%	25%	-6%	24%	28%	-4%	Reading KS2	Nat 17	Rat 17	Nat 18	Rat 18	PP	60%	22%	awaiting	50%	Non-PP	77%	66%	awaiting	83%	GAP	17%	44%	awaiting	-33%	<p>Improve a love of reading across the school. Continue to develop inference and deduction skills and use and understanding of vocabulary next year through Reading project. Move to a whole class reading session. Continue to use the PEE method to answer comprehension questions. Visiting author was enjoyed by whole school. Embed annually into Low take up of attendees at the morning reading café. Try running this at different times. Introduce a book club at lunch time. Pupils who attend this will share books during assembly times and encourage others to read specific books and reasons why. Scrutinise the books we have in the reading schemes we use for greater enthusiasm and developing of skills. Ensure the library has a wide variety of genres and interests. Provide PP pupils with appropriate and challenging books (Pie Corbett Reading Spine Books)</p>	Extra teacher for smaller class size £29,177.22
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Staff training on developing high quality feedback Review currently marking policy and undertake research on latest feedback strategies.	Improved progress for high attaining pupils at both KS1 and KS2, especially for those eligible for PP .	<p>New marking and feedback policy implemented across the school in Jan 2018 after the SLT researched and trialed new feedback strategies Pupils now have verbal feedback and shown how to improve their work. Impact has been seen in all year groups. Improved level of oral feedback from both teachers, LSAs and peers seen across the school in all year groups. Clear focus seen in these sessions. Some high attaining pupils need further improved progress. Continue to monitor during phase meetings and pupil progress meetings. Staff have been The marking and feedback policy has improved Quality First Teaching across the school. Evidence is clear in Learning walks and observations. The variability in</p>	<p>Continue to monitor embedding of the recent Marking and feedback policy. Share good practice through observations and learning walks for new members of staff. Continue to focus on challenging high attaining pupils during phase meetings and pupil progress meetings.</p>	Included in above																																																																																		

		external studies suggests that quality of teaching is more important than group size, emphasising the value of professional development for teachers. (EEF) <i>The EFF Toolkit states that feedback provides an additional 8+ months progress on attainment. High impact has been seen across the school and teachers have embraced the policy and succeeded in making it a success,</i>		
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ii. Targeted Support

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Small group work, targeted interventions for: Fine Motor Control Basic Writing of Sentences Number – Accurate Counting Phonics Speech & Language Forest School Provision	Improve oral language skills and basic skills in EYFS	Targeted interventions had a significant impact on all pupils in EYFS. Children enjoyed participating in the structured activities. All pupils were engaged and developed their skills. Forest Schools – clear evidence during lesson observations of pupil enjoyment and enthusiasm, self-confidence, participation, have all had an impact on pupils’ emotional wellbeing and problem solving abilities. Communication of pupils developed over the sessions.	Continue to plan targeted interventions. Forest schools to be implemented in other year groups after another teacher has be trained to lead these sessions.	PP HLTA £10,800.00 PP LSA £3,500.00 Total: £14,300
HLTA and CS to have dedicated time each week to target PP pupils in 1:1 and small groups through pre and post teaching Write Away Together Intervention/On Track Maths	Accelerated progress for pupils eligible for PP identified as having SEND	HLTA and CS timetabled clearly and had great impact on PP/SEND pupils. HLTA and CS reports weekly on progress made during planned sessions. Teachers have shared focus and objectives to be achieved during these sessions. PP Coordinator has completed half termly analysis forms to track impact of provision and met with staff to discuss outcomes. <i>EEF Toolkit evidence indicates 1:1 tuition can be effective (5+ months progress) however in some cases groups of 2 or 3 have been equally or even more successful.</i>	Continue timetabling and monitoring of PP provision by PP Coordinator. PP coordinator to continue to analyse impact and progression each half term. HLTA and CS to continue to write up weekly and half termly reports to monitor progression. Continue to use Write Away Together and On Track Maths during interventions. The EFF Toolkit states that targeted small group work has an additional progress on attainment. This needs to continue in the subsequent year to develop individuals’ needs.	As above
Attendance improves for pupils eligible for PP identified as ‘persistent absentees’.	Monthly monitoring by Attendance Officer, especially of PP pupils	Attendance has been tracked, monitored and improvement seen. Letters sent out to those who have had low attendance.	Continue to monitor.	

iii. Other approaches

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Provide support to parents through open evenings and reading café, reading challenges	Pupils eligible for PP are supported in the development of basic skills Provide breakfast for PP pupils attending Reading café.	Low take up of PP pupils attended the reading café regularly after they had been invited. Those that did attend improved their enthusiasm for reading, vocabulary work and inference through completing the weekly reading challenges. Pupils received Dojo and house points for completion. Parent involvement and engagement has shown in research to Magazine subscriptions of First News were used to develop a love of reading and to make pupils more globally aware.	Reading café had a low take up. Try a different format and time. Reading open afternoons for parents and links and tips to be put on the school website. New ways to engage parts need to be developed. Increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact (EFF)	Magazine Subscription/breakfast at Reading Cafe £449.00

Additional lunchtime coaches employed Lunchtime Challenges – Sports Leaders	To develop ALL pupils’(including those eligible for PP) levels of health, fitness, concentration, self-esteem	Good take up of activities during lunch time. Lunch time activities were planned during the summer term by Sports Leaders. Pupils really enjoyed these tasks and the Sports Leaders enjoyed taking control and running the activities. <i>EFF Toolkit shows an additional 2+months progress on attainment. It has had impact – high participation in clubs at lunch time and less behaviour issues.</i>	Sports Leaders to continue to plan and run activities at lunchtime. Continue to provide Sports coach activities at lunch time (Metcalf Sports).	Sports coaches £7,125
Development of Forest School provision starting with EYFS	Development of pupils oral skills, self-esteem, self-confidence and problem solving skills	LSA has provided high quality sessions for all EYFS pupils. Significant impact seen. During these sessions pupils have been enthused and participated well. Over the 6 sessions pupils have developed different skills which have helped them to develop as individuals both physically, mentally and emotionally.	Build on the success of Forest Schools in EYFS. This provision was included as the EFF Toolkit shows that the impact of Early Years Interventions is and additional five months progress. Teacher to attend Forest school training and then implement and embed across the whole school.	
WCET Music Lessons provided by LSMS	Development of pupils’ musical skills through whole class teaching	By choosing guitars rather than brass the enthusiasm in music lessons has improved. Thus pupils are more engaged during the sessions. Termly performances have shown progression and attainment in musical skills. Gold Music Award achieved in July 2018 after data and planning scrutiny by LSMS.	Continuation sessions to be provided by DHT for those pupils who have had lessons this year. LSMS to continue to provide weekly guitar sessions. School to fund. Provide Music Tech Club sessions for PP pupils. LSMS to lead and then DHT. Music has high priority in the school. The EFF toolkit shows that Arts participation adds an additional 2 months progress on attainment. Therefore, this needs to continue.	LSMS WCET £,2400
Welfare Support including before and after school care, counselling and afterschool clubs.	Provide opportunities for pupils eligible for PP to access before and after school care when needed as well as attend after school clubs. Provide counselling for individual pupils to promote the mental health and well-being of pupils agenda.	Pupils receiving counselling sessions have really benefitted and developed. Marked improvement of behaviour, emotional and well-being has been seen. Pastoral worker has provided pastoral care which has had significant impact on pupils eg helping individuals to access their lesson, emotional well-being, social and friendship issues, family break ups, building self- esteem and confidence etc...	Implement Right to resilience across the school after training. Sports Coordinator to initiate Health wellbeing alongside mental health across the school. Continue to provide counselling opportunities for those pupils who require it. Continue pastoral provision across the school by pastoral worker. Social and emotional learning underpins the teaching at Ratby Primary school to ensure that all pupils can access the curriculum. The EFF Toolkit research shows that an additional four months attainment is evident when social and emotional learning is being planned for.	Sports coaches £7,125 Pastoral worker £8,500 Counselling £990
Provide pupils with the necessary resources, uniform, equipment to access school life and homework as well as extra-curricular opportunities provided by residential.	Family Support including homework packs, uniform, trips, residentials, milk, swimming Provide homework packs to support pupils.	Uniform and homework packs have been provided and accepted by PP pupils. Improvement in the number of pupils eligible for PP completing homework to expected standard and been maintained for the introduction of this provision from last year. Uniform funding ensures that the school uniform policy and expectations are complied with. Appropriate PE clothing is evident in PE lessons as well. Funding has been provided for milk. This provides a nutritional boost and keeps pupils hydrated between breakfast and lunch, helping them to concentrate and learn.	We will continue to provide this funding in 2018-2019. Parents will be allocated a specific amount. They will be able to order through the school office what they feel is relevant for their child.	Uniform £150.09 Residential/trips£1,841.01 Milk/homework packs £416.68 Total: £2,407.78

		All pupils eligible for PP accessed the residential due to significant cost reduction. These opportunities enriched their lives giving life experiences and providing significant impact on well-being, independence, confidence, team building and social skills. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. <i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.(EFF)</i>		
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4. Barriers to future attainment (For PP eligible pupils only)

Academic Barriers (Issues to be addressed in school)

A.	Improve reading fluency and comprehension skills for pupils eligible for PP
B.	In some year groups pupils eligible for PP identified as high attaining are making less progress than other high ability pupils
C.	Improve mathematical reasoning and problem solving across the school

Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)

D.	Parents of some pupils eligible for PP do not support or help pupils to practise basic skills and reading at home.
E.	Attendance for a few pupils eligible for PP are below the whole school target (90%). This reduces their school hours and causes them to fall behind on average

5. Intended outcomes (specific outcomes and how they will be measured)

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Improved reading outcomes for pupils eligible for PP in all year groups	Pupils eligible for PP make good progress by the end of year to ensure that all pupils eligible for PP meet age-related expectations.
B.	Accelerated progress for pupils eligible for PP identified as high attaining	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS1 and KS2 in reading, writing and maths.
C.	Improved mathematical reasoning and problem solving skills for all pupils eligible for PP in KS1 and KS2	Pupils eligible for PP make good progress by the end of year to ensure all pupils eligible for PP meet age-related expectations
D.	Pupils eligible for PP are supported in their basic and reading skills	PP are supported with the development of basic and reading skills
E.	Attendance improves for eligible pupil for PP identified as 'persistent absentees'	Raise the attendance of any pupils eligible for PP and classified as 'persistent absentees'
F.	To improve the mental health of all pupils across the school	Good progress of the mental health of all pupils across the school

6. Planned expenditure

The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?

<p>Whole approach to raising the standard of reading focussing on vocabulary, reading for enjoyment, inference and deduction and developing comprehension skills.</p> <p>Whole class reading sessions.</p> <p>Daily whole class story time.</p> <p>Monitor progress and attainment through standardised tests, teacher assessment, pupil progress meeting, learning walks and observations.</p> <p>Quality First Teaching</p> <p>Teacher feedback</p> <p>Dedicated Small group/1:1 support from HLTA</p> <p>Reading club with LSA at lunchtime</p>	<p>Improve reading fluency and comprehension skills for pupils eligible for PP</p> <p>Use the EFF Toolkit to enhance QFT across the school</p>	<p>It is well documented that a child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading underpins the whole of the school curriculum therefore we want to invest some of the PP in developing reading skills to engage pupils in the whole of the curriculum. We want to initiate and embed a love of reading in pupils.</p> <p><i>The EFF Toolkit states: Reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>Feedback studies show very high effects on learning with children making 8+ additional months progress on average. Evidence also suggests intervention programmes involving TAs have valuable impact (EEF Toolkit).</i></p>	<p>CPD training for staff.</p> <p>Purchase materials to enthuse, interest and challenge readers.</p> <p>Learning walks and lesson observations of reading.</p>	<p>Clare Astill</p>	<p>Termly</p>
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<p>Whole school approach on challenging high attaining pupils. Monitor progress and attainment through standardised tests, phase meetings, pupil progress meetings, learning walks and observations.</p> <p>Quality First Teaching Dedicated Small group/1:1 support from HLTA Whole class teaching rather than setting across the year group</p>	<p>Improve progress for pupils eligible for PP identified as high attaining</p>	<p>As a school we believe that robust monitoring, identifying child needs and challenging and supporting as necessary is vital to a child's development.</p> <p>As a school, we endeavour to collate appropriate and meaningful data, analyse and use to develop each child's full potential. Targeting specific needs to fast track pupils to get them on track.</p> <p>CT, HLTAs and Cs to focus on ensuring they provide challenge in lessons and stretching pupils to achieve at least expected progress.</p> <p>This year, we have chosen to move away from setting across the year group to whole class teaching as we believe it will have appositive influence on pupils. On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. <i>The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils (EFF)</i></p> <p>Rather than using setting and intervention groups during English and Maths sessions we will use whole class teaching sessions. Within class attainment: pupils with similar levels of current attainment are grouped together but all pupils are taught by their usual teacher and support staff .The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge. <i>The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. (EFF)</i></p>	<p>CPD training for staff. Lesson studies and coaching and mentoring. Share good practice across the school. Quality first teaching. Monitor the progress of pupils eligible for PP identified as high attaining, each half term to ensure at least expected progress.</p>	<p>Lynne Heath</p>	<p>Termly</p>
<p>Whole school approach on developing and embedding mathematical reasoning and problem solving. Dedicated small group/1:1 support from HLTA</p>	<p>Improve mathematical reasoning and problem solving skills for all pupils eligible for PP in KS1 and KS2</p>	<p>Evidence shows that children are naturally curious and learn to make sense of their world through exploration, questioning and reasoning. As children get older they become more self-conscious and their natural inquisitiveness is not expressed or supported as much as it could be. This is unfortunate because learning to use mathematics in meaningful ways requires being curious, asking a lot of questions and reasoning. Through reasoning, children connect ideas, gain a deeper conceptual understanding and ultimately enjoyment of maths. In short it is through reasoning that they learn that maths makes sense. This mastery approach is documented in the EFF Toolkit as having an impact of an additional five months progress.</p> <p>We have planned to use our PP providers for small group as the <i>EFF Toolkit states that small groups focussed on specific pupils needs has an additional 4 months progress.</i></p>	<p>CPD training for staff. Lesson studies and coaching and mentoring. Share good practice across the school. Monitor the progress of pupils eligible for PP in maths. Book sampling – evidence of reasoning and problem solving.</p>	<p>Kayleigh Denton Ali Steiner</p>	<p>Termly</p>
<p style="text-align: right;">Total Budgeted Cost</p>					<p>PP HLTA £10,800 PP LSA £ 6, 200 £17,000</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Provide allocated amount of money for parents of PP pupils to support the educational welfare of pupils with the necessary resources, uniform, equipment to access school life and homework as well as extra-curricular opportunities provided by residential. Provide PP pupils with reading books from Pie Corbett reading spine selection.	Pupils eligible for PP are supported in their basic skills and reading skills Family Support including homework packs, uniform, trips, residential, milk, swimming Purchase books to enthuse readers.	We aim to further enhance reading skills and develop a love of reading. Maintain high standards and expectations of reading across the school. <i>The EFF Attainment Gap Report 2018 reinforces the effect of developing basic skills as a fundamental priority: 'Essential life skills (or 'character') are important in determining life chances'. EFF Toolkit research shows an additional 4 months progress for pupils.</i> Engaging parents is crucial in the development of the individual child. We endeavour to engage parents with supporting to purchase uniform, purchasing books and homework packs. Parental engagement is consistently associated with pupils' success at school. Parents' aspirations also appear to be important for pupil outcomes. The EFF toolkit states that research shows a progression of an additional 3 months.	Monitor reading diaries. Monitor spending of money by parents	Clare Astill Lynne Heath Nicola Bedder	Termly
School to work alongside EWO to lower absence	Attendance improves for eligible pupil for PP identified as 'persistent absentees'	To ensure that pupils are not missing valuable teaching time.	Track and monitor absence of PP pupils. Letters to be sent out to parents. Liaise with EWO re persistent absentees.	Lynne Heath Office staff Lisa Jones	Half termly
Total Budgeted Cost					Swimming £500 Individual support £4,300 Books/magazines £5,500 Homework packs £1000 Milk £500 Residential £2,500 £13,800

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
WCET lessons provided by LSMS and school staff <ul style="list-style-type: none"> • Whole class guitar tuition • Whole class African drumming • Whole class recorders • Music Tech club • Guitar continuation 	To provide a wide range of musical activities throughout the school for all pupils (including those eligible for PP)	Research has found that learning music facilitates learning and enhances skills in all areas of the curriculum. It has been proven to improve language development, increased IQ, working the brain harder, spatial intelligence, improved test scores. The EFF Toolkit states that arts participation gives an additional 2 months progress. Music Tech club is being introduced so that pupils learn new digital skills alongside music. The EFF toolkit states: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Learning walks Observations Pupil interviews Regular performances	Lynne Heath	Termly
Additional lunchtime coaches employed Lunchtime Challenges – Sports Leaders	To develop ALL pupils' (including those eligible for PP) levels of health, fitness, concentration, self-esteem	We want all pupils to improve their levels of health, fitness, concentration, self-esteem. Sports coaches had a big impact last year in our PP provision and lessened behaviour issue at dinner time. Research in the EFF toolkit shows the following additional months progress on attainment: Behaviour intentions, improving discipline and greater engagement is 3 months and sports participation is 2 months	Monitoring of registers Learning walks	Metcalfe sports Liam Baines Marc Hill	Termly
Mental health and well-being lessons planned into the curriculum for all pupils. Pastoral sessions for identified pupils (including those eligible for PP)	To improve the mental health of all pupils across the school (including those eligible for PP)	Recent studies have shown that there has been a rise in mental health issues of pupils across the country in the last few years. We want to support pupils and share resources and strategies which they can use to improve their well-being. On average, 'Social and Emotional Learning' interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (4 months additional progress on average- EEF).	CPD for staff Learning walks Observations CPOMS Pupil interviews	Marc Hill Pam Hardy	Termly
Total Budgeted Cost					Pastoral worker £8,300 Counselling £1000 WCET £3,600 Sports coaches £7,600 £20,500

7. Additional detail

- PP champion completes PP analysis report form half termly
- PP champion plan half termly timetables for HLTA and PP LSA
- PP Champion meets weekly with HLTA and PP LSA to discuss targets, provision and progress of all PP pupils
- PP HLTA and LSA write weekly reports of targets, activities and achievement
- PP HLTA and LSA write a half termly summary on pupils they have worked with to show impact, progress made and next steps for future development.
- PP Champion uses EFF to plan for PP. (Eg, using oral feedback in sessions, write away etc – EEF shows high impact of vocal feedback straight away, peer mentoring used in sessions)

A percentage of the PP money has not been immediately planned for on the spending allocation. This is to ensure we have the flexibility to modify and change provision if required.