

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| B. | Higher rates of progress across KS2 for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT). |
| C. | Behavioural issues of Year 6 pupils addressed. | Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). |
| D. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils. |

5. Planned expenditure

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

Academic year

2016/17

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

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|---|--------------|--------------------------------------|
| A. Improved oral language skills in Reception B. Improved progress for high attaining pupils | Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE. | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. | Deputy Head | Jan 2017 |
| B. Improved progress for high attaining pupils | CPD on providing stretch for high attaining pupils. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. | Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). | English lead | Jan 2017 |
| Total budgeted cost | | | | | £15,000 |

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? |
|---|--|--|--|--------------------------|--------------------------------------|
| A. Improved oral language skills in reception B. Improved progress for high attaining pupils | 121 and small group provision of Nuffield Early Language Intervention for children in Reception. | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. | Reception class teachers | Jun 2017 |

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| B. Improved progress for high attaining pupils | Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Pupil Premium Coordinator | Mar 2017 |
| Total budgeted cost | | | | | £25,000 |
| 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? |
| D. Increased attendance rates | Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision. | We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. | Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Pupil Premium Coordinator | Jan 2017 |
| C. Problem behaviour in Year 6 addressed | Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours. | Year 6 teachers | Jun 2017 |
| Total budgeted cost | | | | | £30,000 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | This is a review of the previous year, so the outcomes and success criteria will be different to above. | | |
| 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 cross-circular | Staff sent on external 'growth mind-set' course | Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings. But Progress 8 data shows that PP students did not make expected progress. | Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response. | £420 per teacher for 15 teachers. Plus staff cover for training days. £10,050 |
| <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Lessons learned may be about impact or implementation. </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. </div> | | | | |
| 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 Year 6 literacy results | One to one tuition delivered by qualified teacher using planned programme. | High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met. | This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. | £1550 per pupil for 13 pupils. £20,150. |
| 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 |
| Maintain progress for high ability pupils over summer. | Summer school programme for high ability PP pupils. | Medium-low: positive impact for students who attended but many did not. Success criteria: not met. | Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance. | £1260 per pupil for 21 pupils. £26,460. |

| 7. Additional detail |
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| <p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p> |