

Pupil Premium strategy and self-evaluation action plan for 2018-19

1. Summary information					
School	Cherry Orchard Primary School				
Academic Year	2018-19	Total PP Budget	£112,200 (£121,700)	Date of most recent review	July 2018
Total number of pupils	619	No of PP eligible pupils (inc LAC/Service)	85 (90)	Date of next review	July 2019

2. Current attainment		
End of academic year 2018-19	Non-SEN PP pupils (12)	Pupils not eligible for PP (cohort / national average)
% achieving WA for Year 1 Phonics screening	55%	78% / 83%
End of academic year 2018-19	Pupils eligible for PP (15) (Non-SEN PP pupils (12))	(cohort average / National 2018)
KS1 % achieving expected or above in RWM	54% / (70%)	62% / 65%
% achieving expected or above in Reading	69% / (80%)	76% / 76%
% achieving expected or above in Writing	62% / (80%)	67% / 70%
% achieving expected or above in Maths	69% / (80%)	75% / 76%
End of academic year 2018-19	Pupils eligible for PP (8) (Non-SEN PP pupils (4))	Pupils not eligible for PP (cohort / national average 2019)
KS2 % achieving expected or above in RWM	13% / (25%)	53% / 65%
% achieving expected or above in Reading	13% / (25%)	67% / 73%
% achieving expected or above in Writing	38% / (75%)	73% / 78%
% achieving expected or above in Maths	38% / (75%)	74% / 79%

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3. Barriers to future attainment for pupils eligible for Pupil Premium PP in 2018-19	
Academic barriers (within school)	
A	Reading attainment at end of KS1 and KS2 has not reached national average in last 2 years and the level of support with reading at home has declined
B	Increased evidence of mental and emotional health issues for pupils at the school impacting on attainment
C	Dysregulation by pupils with emotional and mental health needs can disrupt others within the classroom and school and require targeted support to avoid possible future exclusion.
Academic barriers (outside of school)	
D	School has evidenced the dramatic impact on end of KS2 attainment caused by attendance below 90% compared to those attending at 95+% (Newsletter 7.9.18)

4. Intended outcomes		Success criteria
A	Increase the support for improved Reading progress by pupils through Quality first teaching and appropriate targeted interventions	Improved progress scores in Reading at the end of KS2
B	Thrive interventions implemented to support those PP pupils need emotional, mental and social skills support to access the curriculum to their full potential	Improved academic outcomes for those pupils receiving Thrive interventions
C	Reduced need for in-school interventions for children who dysregulate by implementing Thrive and Attachment Aware approach across school	Reduced / no exclusions of PP pupils in 2018-19
D	All PP children to be supported to achieve at least 95% attendance	Attendance of PP pupils at 95%+ at end of 2018-19 year

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5. Review of expenditure (Full Year expenditure 2017-18 academic year - £132,845)			
Academic year 2017-18			
i. Quality of teaching for all – Phase Leader oversight of PP and Quality First teaching			
Actions	Intended outcome	Estimated impact	Lessons learned
Release of Phase Leaders for 2 days per week raised support available to PP pupils and staff 7 helped implement Maths and T4W initiatives.	<ul style="list-style-type: none"> • Raise attainment • Lower exclusions • Support Families in need as reqd. 	PP Key Stage 2 outcomes for Non SEN pupils was in line with school overall figures in Wr, Reading and RWM has made sustained but sig – for Maths and SPAG	Maths teaching and CPD undertaken in 2017-18 following whole school training shows some evidence of impact in KS21 scores but requires further embedding to make an impact across the school. Reading and SPAG will be supported via the whole school aim on T4W
ii. Targeted support – Thrive provision expanded across the school			
Action	Intended outcome	Estimated impact	Lessons learned
Additional staff trained and then utilised to offer Thrive interventions from Yrs R-6	<ul style="list-style-type: none"> • To reduce the numbers of children requiring Thrive interventions in KS2 	<ul style="list-style-type: none"> • Limited impact at this stage as interventions lower down the school should reduce the need for support in KS2 	<ul style="list-style-type: none"> • Interventions in Rec / Key Stage 1 help with transition, reduce parental anxieties when starting school and support children through family / personal crises. Difficult to measure impact at this stage but school holds several family testimonials of impact felt.

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	<ul style="list-style-type: none"> To reduce the number of exclusions and non-Thrive professional interventions 	<ul style="list-style-type: none"> Thrive work has played a significant part in the retention and re-integration of several pupils in danger of permanent exclusion 	Thrive gives school support when making EHCP applications for PP children and a common language when working with outside agencies
iii. Other approaches – Implementation of Accelerated Reader / Language Link interventions across school / Support for families (clubs / trips / school uniform)			
Action	Intended outcome	Estimated impact	Lessons learned
Accelerated Reader and Language Link support communication delay identification and give structured support programme into KS2	<ul style="list-style-type: none"> Improve monitoring and quality of language & reading interventions at the school Raise attainment in Reading 	<ul style="list-style-type: none"> ***Data on progress evidenced in AR 2017-18*** ***Data on progress evidenced in LL 2017-18*** PP had the smallest in school differential with non-PP pupils in Reading in 2018 KS1 SATs 	<ul style="list-style-type: none"> Numbers supported with LL and AR interventions will be increased and the TA staff will be reorganised into targeted STA Communication team, with specific focus on the raising of standards in language, writing and reading skills. New approaches to use of the Library in school time and the teaching of phonics will further support these aims
Total budgeted cost			£132,845

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6. Planned expenditure – implemented as planned (see review outcomes below)					
Academic year 2018-19					
i. Quality of teaching for all – Raising attainment in Reading and Writing through T4W and Teaching Assistant Re-organisation					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead
Implementation of targeted Accelerated Reader, Stareway to Spelling and Toe by Toe interventions, alongside the embedding of Talk4Writing teaching strategies across the school	Raised attainment outcomes for PP children in Writing, Reading and SPAG assessments	Data shows that PP children are attaining below non-PP children and the school seeks to narrow the attainment gap	Ongoing review and monitoring of planning, work books and in learning walks by Subject Leads for Maths and Reading / Writing	Termly with Subject Leads in reports to GB 'Outcomes' committee, ongoing with staff via staff meetings and in end of year	HT
ii. Targeted support – Thrive provision implemented and whole school Attachment Aware approach developed					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead

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<p>Meeting the emotional and educational needs of PP children identified as requiring support, taking into account the Attachment needs these children may present</p>	<p>Raised attainment outcomes for PP children, reduced numbers of exclusions and improved attendance at school</p>	<p>Children with lower attendance achieve lower educational outcomes, therefore improving a child's sense of self-worth and reducing their anxieties will help us improve attendance and outcomes</p>	<p>Weekly reviews of PP attendance. ½ termly reviews of Thrive provision and Attachment training being put into practice. Reports to GB in each term's HT report on Thrive</p>	<p>Ongoing with regular updates to the GB and to HT, as well as Twilight training and staff meetings throughout the year</p>	<p>Thrive Lead</p>
<p>iii. Other approaches – Review and revision of targeted interventions for Maths as part of school's SEND review</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How do you ensure it is well implemented?</p>	<p>When will you review this?</p>	<p>Staff Lead</p>
<p>Implement appropriate targeted Maths support to aid improved progress for PP children</p>	<p>To close the attainment gap between PP and non-PP in Maths across the school</p>	<p>This year's Maths scores for KS2 were significantly below those for R / W / SPAG and therefore need addressing</p>	<p>Monitoring by Subject Lead and SENCo across the year, supported by PM objectives and regular review by GB and SLT</p>	<p>Ongoing with regular updates to the GB and to HT, as well as SLT & staff meetings throughout the year</p>	<p>SENCo and Subject Lead for Maths</p>
<p>Total budgeted cost</p>				<p>£121,700</p>	

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7. End of Year review of Action Plan					
Academic year 2018-19					
i. Quality of teaching for all – Raising attainment in Reading and Writing through T4W and Teaching Assistant Re-organisation					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	HT Review of Action Plan
Implementation of targeted Accelerated Reader, Stareway to Spelling and Toe by Toe interventions, alongside the embedding of Talk4Writing teaching strategies across the school	Raised attainment outcomes for PP children in Writing, Reading and SPAG assessments	Data shows that PP children are attaining below non-PP children and the school seeks to narrow the attainment gap	Ongoing review and monitoring of planning, work books and in learning walks by Subject Leads for Maths and Reading / Writing	Termly with Subject Leads in reports to GB 'Outcomes' committee, ongoing with staff via staff meetings and in end of year	The school's revised Specialist Teaching Assistant provision started in Sept 18 and has allowed for more focused input to raise outcomes in Reading and Writing for PP children. GLD for PP children in July 2019 was 70%, which is the highest on record and close to the National Average for all pupils in 2018. KS1 Results for 2019 show a strong set of results for PP against

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					<p>their peers but when children with SEN needs are not included, PP children achieve better than their non PP peers, which bucks the national trend. KS2 PP attainment for Maths and Writing attainment scores for non-SEN PP pupils were in line with National and above the 2019 school cohort averages. However Reading, SPAG and RWM were significantly below the cohort average and remain areas for improvement in 2019-20.</p>
<p>ii. Targeted support – Thrive provision implemented and whole school Attachment Aware approach developed</p>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	HT Review of Action Plan
Meeting the emotional	Raised attainment	Children with	Weekly reviews	Ongoing with	School received

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<p>and educational needs of PP children identified as requiring support, taking into account the Attachment needs these children may present</p>	<p>outcomes for PP children, reduced numbers of exclusions and improved attendance at school</p>	<p>lower attendance achieve lower educational outcomes, therefore improving a child's sense of self-worth and reducing their anxieties will help us improve attendance and outcomes</p>	<p>of PP attendance. ½ termly reviews of Thrive provision and Attachment training being put into practice. Reports to GB in each term's HT report on Thrive</p>	<p>regular updates to the GB and to HT, as well as Twilight training and staff meetings throughout the year</p>	<p>National recognition of its Attachment and Nurture provision at the 2018 ARC awards. The school was the opening speaker at the inaugural Virtual Schools conference in March 2019. Attendance at school has been maintained or improved for 63% of the 16 regular attendees at the school's Breakfast Buddies provision, with 38% achieving higher than the standard expected for pupils at the school and 75% attending at or above the level requiring EWO involvement</p>
<p>iii. Other approaches – Review and revision of targeted interventions for Maths as part of school's SEND review</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How do you ensure it is well implemented?</p>	<p>When will you review this?</p>	<p>Staff Lead</p>
<p>Implement appropriate</p>	<p>To close the</p>	<p>This year's Maths</p>	<p>Monitoring by</p>	<p>Ongoing with</p>	<p>Key Stage 1 – Cohort</p>

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<p>targeted Maths support to aid improved progress for PP children</p>	<p>attainment gap between PP and non-PP in Maths across the school</p>	<p>scores for KS2 were significantly below those for R / W / SPAG and therefore need addressing</p>	<p>Subject Lead and SENCo across the year, supported by PM objectives and regular review by GB and SLT</p>	<p>regular updates to the GB and to HT, as well as SLT & staff meetings throughout the year</p>	<p>attainment in Maths 75% PP pupils (inc SEN) – 69% PP pupils (excl SEN) 80% (Gap has closed and for non-SEN PP pupils, they attained 5% higher than their peers) Key Stage 2 – Cohort attainment in Maths 74% PP pupils (inc SEN) – 38% (Highest score of all 4 KS2 assessments for this cohort) PP pupils (excl SEN) 75% (Gap still an issue for SEN PP pupils but not only was the attainment gap closed for non-SEN PP pupils, they attained 1% higher than their peers)</p>
<p>Total budgeted cost</p>				<p>£121,700</p>	