

Pupil Premium Strategy Statement for Ellacombe C of E Academy: 2018_19

At Ellacombe C of E Academy we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement:

- Attendance and Family Support requirements;
- Children entering school with a 30 million word deficit
- Transience;
- Low aspirations;
- Attendance and punctuality issues.

We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated. Our key priorities for 2017-18 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
School	Ellacombe C of E Academy				
Academic Year	2018-19	Total PP budget	£222,420	Date of most recent PP Review	July 2018
Total number of pupils	404	Number of pupils eligible for PP	168	Date for next internal review of this strategy	12/2018 7/2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children enter Ellacombe Academy, including Nursery, well below the average and many suffer from delays in language and vocabulary. A barrier to becoming successful readers and writers is a rich understanding of language and the meaning of a wide range of vocabulary. Further developing high quality teaching and learning, as well as early intervention, in both writing and reading is a constant barrier which eligible pupils face.
B.	We aspire for all children to have the highest expectations of themselves and to be confident, independent young people who can become resilient learners. However, many eligible pupils enter school with Personal, Social and Emotional Development skills which are well below their peers. Many children face barriers to being independent, confident learners, due to PSED and SEMH needs.
C.	Eligible pupils, who are prior high attainers, to achieving good progress, in line with their peers at end of a key stage. This is an area of continued focus in Reading, Writing and Maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that due to multiple barriers, including transience. In order to raise this barrier, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Summer Term Evaluation</i>	<i>Lessons Learned</i>
A.	Children enter Ellacombe Academy, including Nursery, well below the average and many suffer from delays in language and vocabulary. A barrier to becoming successful readers and writers is a rich understanding of language and the meaning of a wide range of vocabulary. Further developing high quality teaching and learning, as well as early intervention, in both writing and reading is a constant barrier which eligible pupils face.	<ul style="list-style-type: none"> • In nursery, PP pupils are make good progress with their oracy so that upon starting school, they are at age related and meeting milestones. • PP pupils in nursery, access and are targeted with high quality phonics teaching. • PP pupils, in both nursery and EYFS, as well as (where needed) in further year groups, develop their gross and then motor skills through targeted support so that they have the skills for writing. • Pupils make good progress through RWinc Groups, where a child has specific SEND needs, targeted intervention will ensure incremental steps are achieved and monitored. • Sustain above national attainment in reading at the end of EYFS and KS1. • 95% of eligible pupils will achieve Y1 phonics screening check, for pupils at risk of 	<p>Evaluations show pupils with additional vulnerabilities, including PP pupils, have been identified early, within setting. Within the environment, targeted work on developing gross skills through key workers.</p> <p>RWinc development days externally validate good progress.</p> <p>New tracking systems implemented to flag up slow moovers even more. EYFS ditty group pupils are the slowest moovers.</p> <p>EYFS Reading: 73% PP : 67% NAT 76% KS1: PP 79%- Above NAT of 75%</p> <p>100% of PP achieved PSC</p>	<p>Nursery: RWinc training for nursery staff, observing RWinc at other nursery settings. Termly Pupil progress meetings to be established with key workers and member of SLT alongside. Regular learning walks at nursery to develop implementation of Phonics. Wider development of family support workshops etc for parents.</p> <p>Literacy Lead to continue to meet regularly with RWINC Lead to support targeting and asseing of vulnerable pupils. RWINC assessments and oversight to be shared more widely with SLT to support deployment of staff and interventions. EYFS- Assessments for these pupils to be more frequent- 3 weekly- developing an EYFS teacher with assessment skills.</p> <p>Continue to develop provision/ assessment for early intervention for PP pupils, along with identification of other barriers.Bring EYFS pupils to SLT to discuss whole 'suite' of interventions, like Y6?</p>

not achieving, daily targeted support from October ensures rapid progress.

- Ensure PP Writing outcomes for expected at end of KS1, are above national average for all.

- For PP who have not yet achieved the expected standard in reading and writing, possibly due to significant PSED intervention or an interruption in learning, bespoke interventions ensure that they make good progress to begin to 'catch up' so that by the end of Y6, they achieve well.

- For pupils needing writing Interventions, ISP targets, reviewed termly, show their progress from their starting points.

- At end of KS1 85% of pupils will have completed RWINC, for those who have not yet, receive bespoke intervention alongside RWinc, this may include precision teaching.

- For PP pupils who have finished RWinc, literacy learning is developed so that there is a transition period of support to ensure

KS1 Writing: 71% PP - above NAT of 70%

Use of Precision teaching interventions to support development of skills in Y3-5 especially.

Data shows that PP gap has closed in Y6 so that 91% of PP achieved RWM combined. This is well above that of all pupils 61%

Reviews of these, as part of pupil progress meetings show progress is made.

Of the 27 pupils still on RWinc in Y3 last September, through bespoke intervention, including precision teaching, 2/3 have come off RWinc. For those still on, wider agencies, including EP and Social workers have been involved to identify wider barriers. All have made progress within RWinc.

Targeted intervention and R&D triad work on enabling pupils to plan and compose writing whilst developing mechanics separately- further R&D needed in 2019 to develop fluent writers.

Intervention tracking development to allow leaders to further evaluate incremental progress of these?

Currently, this July- Y2 50% PP are on grey or 'off' RWINC. Bespoke package in September, using skilled Y1/2 teachers to accelerate progress so that ready for Grey/ Literacy group. Lit and SEND leads continue to support the T&L and wider provision within these classes and use of external agencies.

		<p>children confidently access this at their level.</p> <ul style="list-style-type: none"> Quality of teaching and interventions will be excellent so that PP pupils across the school make at least good progress and where they do not, interventions are put in place swiftly (see above bullet points). PP pupils at the end of KS2 continue to achieve at least in line with their peers and above the national average in Reading and Writing. 	<p>Evaluations show pupils continued to make good progress within literacy. PP Reading: Y3 85% (all 84%) Y4 77% (81% all- significant number of PP have SEND need- EP in process of identifying).</p> <p>KS2 outcomes sustained well above nationals: Reading 96% and Writing 91%, well above NAT 73% and 78% respectively.</p>	
<p>B.</p>	<p>Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.</p>	<ul style="list-style-type: none"> The further development of the Mental Health Curriculum, including Mental Health Policy is embedded so that PP pupils have the SEMH skills to make good progress across key stages. There is a consistent 'Wave One' approach, including the PSHCE curriculum, to develop SEMH skills. Quality of teaching and learning in the classroom will reflect 'wellbeing' strategies embedded into the practice, with visual aids to support the children in this. Where PP pupils' progress falters, or there is an interruption in their SEMH needs, rapid interventions are put in place. Eligible pupils who access Nurture Provision will show progress in Boxall Profile Scores. Thrive assessments will show progress for eligible pupils. Parents of all pupils are able to access 'open sessions; to further develop the 	<ul style="list-style-type: none"> PP pupils have been supported by a range of SEMH provision across the school. These include an attachment aware staff, regular check in and check out time with key adults, social skills groups, self esteem groups, access to a wider curriculum that supports fostering of talents and skills in non academic areas and access to Thrive. Opportunity for reflection, thinking time and discussions is given on a daily basis. Through the RE curriculum and through 	<ul style="list-style-type: none"> Engage LA quickly when SEMH pupils with or without an EHCP are at risk of exclusion. Access to LA support and mental health care is sparse and the LA require lots of evidence to be able to access funding. Develop use of Educational Psychologist to include interventions such as Theraplay, lego therapy and CBT. Train mental health first aider. (S Horton)

shared language around 'Mental Health' so that there is an ongoing and open discussions about this.

- Parents of pupils with identified SEMH needs, have access to and are targeted to engage in UYCMH as well as further bespoke support to understand the needs of their child.
- FST develop package of support for vulnerable families and those experiencing times of hardship to minimise impact on PP children.
- Families transiting into the Academy have induction package to ensure early identification of need or vulnerability, including bespoke tour and follow up 1:1 meetings.

worship PP pupils have the opportunity to develop a deeper understanding of themselves and their place in the world as well as developing an understanding of how they can help themselves and others.

- The importance of wellbeing is clear in all classrooms and pupils are encouraged to support each other and to make time to look after themselves. The recent SIAMS inspections highlights how pupils understand that we all experience sadness or hardship at different times and that supporting each other is vital.
- Pupils are monitored on a daily basis by teaching staff and PSED staff. When pupils are facing challenging times interventions have been swiftly put in place. For example the support of Year 6 pupils during the build up to STAS test and the response to a PP child whose mother sadly passed away. This is a whole school approach and because staff are kept fully aware of

			<p>situations as they arise all staff are able to adapt their language, environment and routine to support any child.</p> <ul style="list-style-type: none"> • 4 UYCMHW groups have run this year as targeted support. 23 parents in total have completed the course. Feedback has been extremely positive. • 2 members of staff have attended and passed the 7 day attachment aware training with the virtual school. 	
<p>C.</p>	<p>Eligible pupils, who are prior high attainers, to consistently achieving good progress, in line with their peers at end of a key stage. This is an area of continued focus in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • 100% of prior high attainers in Reading in EYFS will achieve GDS at end of KS1, where a pupils has been in full time education at Ellacombe during those 3 years. • 100% of prior high attainers in Writing in EYFS will achieve GDS at end of KS1, where a pupils has been in full time education at Ellacombe during those 3 years. • 100% of prior high attainers in Maths in EYFS will achieve GDS at end of KS1, where a pupils has been in full time education at Ellacombe during those 3 years. • 100% of prior high attainers in Reading in Y2 will achieve GDS at end of KS2, where a pupils has been in full time education at 	<p>Reading: 6/7 = 85% of prior Exceeding got GDS (only 1 pupil who didn't). 6 further pupils converted from GLD to GDS. Writing 2/4 = 50% of prior Exceeding got GDS (1 child significant social change this year affecting mental health- both will be targeted throughout Ks2). 6 further pupils converted from GLD to GDS.</p> <p>Maths 4/7 = 57 %of prior Exceeding got GDS. 4 further pupils converted from GLD to GDS.</p>	<p>Early tracking/ intervention by Y2 teachers was key.</p> <p>Further develop writing curriculum so that new arrivers quickly develop tools and have practised retrieval of those tools to master key writing skills.</p>

Ellacombe during those 4 years.

- 100% of prior high attainers in Writing in Y2 will achieve GDS at end of KS2, where a pupils has been in full time education at Ellacombe during those 4 years.

- 100% of prior high attainers in Maths in Y2 will achieve GDS at end of KS2, where a pupils has been in full time education at Ellacombe during those 4 years.

- Maintain the closed gap for GDS PP at the end of KS2 so that pupils achieve as well at the higher standard as their peers in school.
- Maintain above nationals GDS for PP pupils in Reading.
- Maintain above nationals GDS for PP pupils in Writing.
- Maintain above nationals GDS for PP pupils in Maths.
- Raise the Proportion of PP pupils achieving COMBINED GDS for R,W & M (so that it is line with their peers in school).

Reading: 3/5 = 60%. (both pupils had close SS: 109 and 105).
In total 13/23 PP 57% achieved GDS.

Writing: There were only 3 prior HA who had been at the school for whole KS2. Only 1/3 converted.
A further 2 PP pupils who had been at the school in this time, converted from EXS to GDS.

Maths: There were only 3 prior HA who had been at the school for whole KS2. 2/3 converted to GDS. A further 8 PP children converted from EXS to GDS.

GDS: Reading 57% (all 41%) - positive gap. Writing 17% (26% all) small gap. Maths: 43% (all 50%) small gap. All above NAT except writing with 1 child gap.

As a result of early identification, suite of interventions and leadership actions, RWM combined has increased to above nationals.

Further need to wider Family Support and intervention for all groups of PP pupils, right across KS2= capacity is a challenge. Early treatment of prior HA right across KS2, including building confidence and resilience to self challenge/ engage in wider learning/ extra curricular clubs to raise profile. Reading club for PP pupils to widen/ engage in quality texts.

Further development of writing curriculum & teaching so that children confident master their skills across Y4/5 especially. Reviewing Y6 writing with Trust Lead and regular moderation to ensure pupils on track.

Regular review of data with Y6 teacher and adapting/interventions ensures children being targeted with wider SEMH interventions as well. PP maths club had impact.

		<ul style="list-style-type: none"> Where pupils have transited into the Academy during KS2, their prior attainment is used and then they are targeted to achieve highly. This may involve wider interventions (such as attendance or PSED) where they have additional barriers associated with being disadvantaged. 	<p>13% of PP achieved this, compared with 0% last year. (There still small gap as 17% al- writing GDS needs to be a focus- there were 4 PP children achieved for Reading and Maths but not Writing).</p> <p>There were 4 pp pupils who joined in KS2 and 75% of these had significant safeguarding needs- Suite of interventions resulted in all achieving targets to make good progress.</p>	<p>Targeting of GDS writing for PP pupils right across the school.</p> <p>Impact of Data CPD for admin team and Y6 team to rapidly find prior data and target accordingly. Rapid intervention and family support vital for early identification.</p>
<p>D.</p>	<p>Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils.</p>	<ul style="list-style-type: none"> End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%. % of eligible pupils who are PA will be below National and in line with non-eligible pupils. Family support interventions identified within first month of entry to academy. All Y6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools. Extend provision of mental health and wellbeing packages for parents 	<ul style="list-style-type: none"> PP attendance was 92.1% at the end of the year. below 'all' of 96%. 7% of pp who were PA-, this was less than 'all at the academy (7.9)% of PP who are PA Increased complexities in local area have had impact on attendance as Local Authority support continues to be scaled back due to funding. Home visits and regular attendance meetings with new families have been providing support immediately. 	<ul style="list-style-type: none"> Watchlist in place for potential attendance issues form beginning of term. Class teachers to receive weekly information about attendance for all pupils in their class. Clearer attendance action protocols in place with even finer detailed steps to triage support to ensure early intervention.

			<ul style="list-style-type: none">• All year 6 pupils and nursery pupils now in appropriate school placements• Parental UYCMHW group extremely successful this year and extended out to other schools in the Torquay hub.	
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4. 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 or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When and Who	Cost
(B) Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.	Further develop the leadership of Mental Health curriculum, including PSCE, so that it is distributed and the learning embedded across all classes..	Analysis shows that many eligible pupils also have additional SEMH or pastoral needs. To ensure we are not reliant on an 'intervention' culture, a culture which support Mental Health and Wellbeing for children will support eligible children in class and minimise the need for specific intervention. This will support self-esteem and the learning to learn behaviours required for eligible pupils. Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends prioritising pupil wellbeing & parental engagement alongside academic rigour: <i>"The best evidence supports a whole school approach, including developing a school culture that supports well-being and emotional health, addressing bullying and discrimination, and involving pupils and parents as equal partners."</i> p.20	Quality of teaching and learning in the classroom will reflect 'wellbeing strategies embedded into the practice. This will be achieved through in class coaching to support teachers in developing strategies to support eligible pupils access learning and ensure SEMH/MHWP barriers are raised. Pupils with identified SEMH needs will make progress on their individual interventions, including ISP or EHCP targets. Parent feedback including through open sessions, UYCMH evaluations, annual questionnaire shows parents are becoming more confident both	Trust MHWN Lead x 6 days	£647
	Tailor approaches to support eligible pupils through rapid intervention, monitored by SENDCo.			SENDCO weekly monitor and evaluating x 2 days per week	£24,526
	Package of Parental Provision developed by FST and SENDCO, including open sessions for all, UYCMH and supported for those new families			Nurture teacher & Nurture LSA Thrive and PSED Lead daily leadership and interventions (3 days a week)	£9,019

			discussing and support their child's mental health.		
A)Children enter Ellacombe Academy, including Nursery, well below the average and many suffer from delays in language and vocabulary. A barrier to becoming successful readers and writers is a rich understanding of language and the meaning of a wide range of vocabulary. Further developing high quality teaching and learning, as well as early intervention, in both writing and reading is a constant barrier which eligible pupils face.	RWINC Phonics in place Nursery to Ks2 with resources and Reading Leader Support	The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment. RWInc improves children's communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD. Parents find supporting phonics a daunting prospect and support is provided to give parents confidence to support outside of school. Early intervention is a further key strategy. Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends "Early and sustained additional support for those who need it." P. 20	Monitoring evaluations will ensure the pupils are on track to achieve the success criteria as outlined in 3.A.	RWINC Lead, Literacy Lead, SENDCO, HOA 12/18 3/19 7/19	£22,646
	All staff are teachers of reading. Support through RWINC external review days x 3		External monitoring by RWinc Consultant x times a year.	RWinc Autumn, Spring, Summer.	£1,848

	Development of Writing pedagogy: developing writers & ensuring differentiation support children at their starting points to begin to close any gaps.	<p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends “A high quality Teacher workforce”. Sutton Trust research evidences the significant impact that good quality teaching has on disadvantaged pupils.</p> <p>Therefore CPD to ensure high quality teaching is a key strategy. Writing Pedagogy, ensuring pupils are developing as writers, with knowledge of the purpose of writing and how they craft this, will ensure pupils have the skills to progress. Bespoke research and development by SENDCO, Literacy Lead and Trust Literacy Lead, will tackle the challenge of those pupils with different starting points, or those who have had an interruption in their literacy learning, now make the progress they need.</p>	External monitoring, including Challenge Partners & Trust Leads ensure pupils are on track to achieve the success criteria as outlined in 3.A.	<p>CPD Autumn Trust Development Writing Days: Autumn, Spring, Summer Trust Lit Lead (DR x 3 days)</p> <p>(CH x 1 day per week) (LS 0.5 day a week)</p> <p>Trust Review Spring.</p>	<p>£1,884</p> <p>£11,427</p> <p>£6,131</p>
	Further develop oracy and early reading and writing skills in nursery and EYFS	<p>Upon entry to Ellacombe EYFS, only 11% of PP are at the expected standard for Communication and Language. Early language and oracy are the foundation of developing confident talkers, writers and readers.</p> <p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends well trained, high quality provision for Early Years.</p> <p>Working collectively, drawing upon the expertise of both the EYFS teams and the teaching experience of the Nursery Lead, there will ‘language’ rich environment. Targeted activities and support will ensure nursery pupils develop with necessary motor skills alongside their communication and language so that they are developing as early writers, especially the ‘Rising Fives’.</p>	Regular monitoring and evaluations undertaken by nursery Lead and fed into SLT. Review of nursery provision to be undertaken by Nursery Lead, Reading Leader, SENDCO and Literacy Lead so the provision is continually developed.	Nursery Lead (0.6) , Reading Leader, SENDCO and Literacy Lead Termly 1 day.	<p>£8,400</p> <p>£3,402</p>
C)Eligible pupils, who are prior high attainers, to consistently achieving good progress, in line with their peers at end of a key stage. This is an	Target setting right across the Academy set uses prior attainment to ensure that pupils make good progress.	<p>Research from the Educational Policy Institute July 2018 aimed at closing the gap, recommends “A high quality Teacher workforce”. Sutton Trust research evidences the significant impact that good quality teaching has on disadvantaged pupils.</p>	Target setting across the Academy monitored by HOA and Exec Head- all ensure progress.	HOA Autumn	HOA £366

area of continued focus in Reading, Writing and Maths.	CPD to further develop a range of differentiation & stretch is part of all learning so that pupils are met at their starting point and given wide opportunities to deepen learning. This may also include specific PP greater depth interventions.	Best practice used across the academy has demonstrated the impact of these specific interventions last year In securing exceptional outcomes for pupils.	CPD Strategy developed by Trust leads tailored using data and monitor so that it is targeted toward developing that stretch. Monitoring following CPD, in line with QA cycle, book looks, AG rating etc will ensure pupils are on track to meet ambitious targets.	SLT HOA Termly evaluation Trust Maths SLE development days	£2,498 £1,200
	Where pupils have additional barriers, associated with PP, their teachers ensure there is robust intervention (may include PSED & attendance) to ensure their learning does no falter. Weekly Sports coaching by experts, developing motor skills, coordination and self esteem.		Monitoring following CPD, in line with QA cycle, book looks, RAG rating etc will ensure pupils are on track to meet ambitious targets. (See above boxes for exact data for success criteria)	SLT HOA weekly am evaluation Maths specialist (x2) daily before school X 3 days after school Reading: Specialist TA X5 mornings a week.	£2,090 £2,508 £1,900
Total Cost					£100,492
ii. Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is	When and Who	Cost

			implemented well?		
(B) Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.	Thrive Assessments and Programmes in place for eligible pupils for early intervention in PSED barriers.	The Thrive programme is an accredited national programme to support children with early SEMH barriers. Early intervention is key in order to close barriers and ensure children can access learning. In addition to the specific interventions there is an approach which is embedded to ensure there are additional opportunities to develop PSED skills within the continuous provision. We recognise some eligible pupils were also EYPP eligible and have significant barriers. In order to support these children we have a Nurture Provision to support eligible pupils who are not yet able to access main stream support.	Thrive assessments will show progress for eligible pupils.	SENCO/SLT ongoing	£25,000
	Nurture classroom intensively supports the development of these with significant SEMH needs and then a 'follow up' provision ensures children successfully transit back into main class full time when ready.		Eligible pupils will achieve accelerated progress across all key stages to close the gap with non-eligible pupils	SLT. Teachers Termly tracking	
			Nurture assessments show good progress. Behaviour log review (in line with QA cycle) show pupils with PSED needs are making good progress with their access of the whole school and incidents of dysregulation are reducing.	Nurture and Class Teacher ongoing (0.8)	£21,965
(A) All children will be confident readers with excellent phonic knowledge and improved comprehension skills due	Targeted eligible pupils to receive 1:1, daily RWINC intervention as required. 1:1 Reading intervention teachers will be outstanding through weekly CPD.	Analysis of data shows that the greatest impact is from timely 'keep up not catch up' interventions to catch eligible pupils before they fall. RWINC 1:1 interventions have ensured closed gaps and above national attainment in Y1 PSC and KS1 Reading.	Sustain above national attainment in reading at the end of EYFS and KS1	RWINC Lead ongoing (0.6)	£14,803

<p>to increased knowledge of vocabulary and language. Children will have embedded mechanics of writing so that they are able to then progress onto 'writers craft'.</p>	<p>Targeted groups for those who need to further develop the 'mechanics' of writing with accurate sentence structure, spelling, grammar and punctuation. Including 'Precision Teaching'.</p>	<p>Ofsted Recommendations (From SEND specialist) and in school analysis shows that pupils with additional needs are not making the progress in writing that they should. There needs to be tailored interventions to address the gaps in their learning so that they can then progress.</p> <p>Research shows that for some pupils with specific additional needs, a synthetic phonics approach, is not effective. Recommendation from Educational Psychologist reports include use of 'Precision Teaching' interventions and the school has invested in the training of these from the EP.</p>	<p>95% of eligible pupils will achieve Y1 phonics screening check. At end of KS1 85% of pupils will have completed RWINC.</p> <p>Tracking and monitoring shows that pupils who have specific writing interventions make good progress from their starting points. This may also be documented on any ISPs and EHCP.</p>	<p>RWINC Lead and Lit Lead weekly.</p> <p>EP Training</p> <p>3x LSA Am sessions</p>	<p>£5,049</p>
<p>(C) Eligible pupils, who are prior high attainers, to consistently achieving good progress, in line with their peers at end of a key stage. This is an area of continued focus in Reading, Writing and Maths.</p>	<p>Year 5 phonic intervention for eligible pupils – Sound Training</p>	<p>Many KS2 transient pupils are eligible and require rapid intervention. Sound Training was implemented as a result of visits to PP Award Winner 2014 and 2015. This ensures phonic knowledge is addressed swiftly. In addition to the quality Whole Class Reading approach, interventions are required for eligible pupils to close the gaps across the academy, including In Y2.</p>	<p>100% of eligible pupils in Y5 will make a minimum 18 months progress in reading (10-week period)</p>	<p>Y5 Team Autumn 2017</p>	<p>£2,500</p>
	<p>Targeted interventions including: Daily Pre school and after school maths club to ensure pupils at risk of not achieving highly embed their fluency and then reasoning skills. Daily intervention for reading to ensure pupils are further developing their rich language and comprehension skills.</p> <p>Maths Y6 targeted group with HOA.</p> <p>Writing development by Literacy Lead including working alongside pupils from across the Trust to raise profile and excitement of writing.</p>		<p>Eligible pupils to achieve at least nationals in RWM combined and with non-eligible pupils 100% of prior high attainers from EYFS achieve GDS in Y2.</p> <p>100% of prior high attainers from KS1, achieve GDS In Y6.</p> <p>Increase number of pupils' achieving RWM combined at the higher standard to in line with</p>	<p>Teachers'CPD</p> <p>Lit Lead & SENDco monitoring</p> <p>LSAs x 1 day a week equivalent</p>	<p>£21,032</p> <p>£1,500</p> <p>£385</p>

			their peers.		
Total budgeted cost					£92,234
iii. Other approaches					
Desired outcome	Chosen action or 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) Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils.	Attendance officer in place to ensure eligible pupils are telephoned first and home visits take place. Attendance lead to report and evaluate impact to SLT	Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above	End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%.	Attendance Officer (0.8) and Admin data analysis and DSL	£14,400
	Whole school celebration of attendance and attendance breakfasts and rewards.		% of eligible pupils who are PA will be below National and in line with non-eligible pupils.	Attendance Officer	£450
	Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs or support with Breakfast or ASC will be raised.		Weekly attendance analysis will show that non-attendance is not due to uniform or travel barriers.	Attendance Officer ongoing	£1,000
	Understanding Your Child's Mental Health Programme on offer each term and eligible parents invited.	Parent feedback shows that parents want to engage with the Mental Health and Wellbeing of their child's development but lack confidence in knowing how to support. Through our work with parents and with local supporting agencies we have become facilitators in two parent programmes to support parents to support their child. We invite parents of eligible families	Extend provision of mental health and wellbeing packages for parents	FST Each Term	£1,336
Parent Nurture Programme on offer to eligible families with	£450				

	children with SEMH intervention needs.				
	Each new eligible family to meet with FST to identify any potential barriers to learning, prior school information and ensure smooth transition for the pupil	Due to the nature of the housing in the local area, above average transience is experienced. Transition cannot be a barrier to eligible pupils. The role of the FST is to support families transition into the academy and support their child to settle and not experience barriers to learning. There is a team of three FST who support transition, including supporting transition into secondary school and transition in from nursery	All Y6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools	FST and DSL Ongoing	£9,597
	All eligible pupils in Nursery and Y6 complete application forms in time and gain access to local schools and prevent barriers to attendance.		Each new family meet with the FST on entry to support entry to school and access to local support as required.	FST Autumn 2017	£1,261
	Provide high quality packs of resources to support parents implement learning from parent learning workshops	We know that 85% of a child's learning takes place at home. Parent questionnaires and information through coffee mornings show that parents enjoy learning from workshops and, in particular, workshops where their child can also be involved. We offer a menu of family learning programmes. In order to support aspirations and increase parental capacity to support at home we need to empower parents and engage them in their child's learning.	Parents are able to support at home because resources are provided.	Teachers Ongoing	£1,000
	Remove barriers to parents attending by providing a crèche for children below school age.		Attendance at workshops by eligible families is increased.	SLT Ongoing	£200
Total budgeted cost					£29,694