

Holsworthy C of E Primary Pupil Premium Strategy Statement

1. Summary information					
School	Holsworthy Church of England Primary School				
Academic Year	2018/19	Total PP budget	£136,600	Date of most recent PP Review	Sept 2018
Total number of pupils	274	Number of pupils eligible for PP	96	Date for next internal review of this strategy	April 2019

2. Current attainment & progress			
Data 2018	<i>Disadvantaged (School)</i>	<i>Non disadvantaged (School)</i>	<i>Devon average for disadvantaged pupils</i>
% attaining ARE in reading, writing and maths at the end of KS2	54	65	47
% attaining ARE in reading at the end of KS2	67	78	63
% attaining ARE in writing at the end of KS2	71	83	65
% attaining ARE in maths at the end of KS2	67	83	60
% attaining ARE in Grammar, Punc & Spelling at the end of KS2	63	74	62
End of KS2 progress measure in reading	+0.1	+0.4	-1.2
End of KS2 progress measure in writing	-0.6	+2.3	-1.7
End of KS2 progress measure in maths	-0.9	+1.2	-1.6
% attaining ARE in reading at the end of KS1	57	73	58
% attaining ARE in writing at the end of KS1	50	77	51
% attaining ARE in maths at the end of KS1	64	73	57

% attaining a good level of development at the end of EYFS	50	76	52
% Average attendance	94.4	96.1	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	There are some attainment and progress gaps between pupils eligible for pupil premium and other pupils. For example, disadvantaged girls have historically made less progress than other pupils in maths at the end of KS2. We believe a relentless focus on developing teaching and learning will have a significant impact on closing any attainment and progress gaps for disadvantaged pupils.
B	Some pupils lack reading stamina and therefore do not develop reading skills quickly enough.
C	Learning behaviour. In some cases pupils' social and emotional development is impacting negatively on their behaviour and engagement in learning.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D	Attendance rates for pupils eligible for pp are below those of non PP and below average national attendance.
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4. Desired outcomes

Success Criteria

A	There will be consistently high quality teaching across the school, resulting in good and better progress for all pupils and a greater proportion of pupils meeting age related expectations and greater depth /	<p>100% of teaching will judged good or better across the school.</p> <p>Mastery Maths will become embedded across the school.</p> <p>Whole school approach to English will be embedded across the school.</p>
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All pp pupils will increase their reading age by 15 months over the course of the academic year:

Class	Year	Average improvement in reading age for pupil premium pupils (months / Sept - June)

The % of PP pupils meeting age related expectations will increase for reading in all year groups.

	Change in % of PP pupils on track to meet age related expectation or above from 2016/17 to 2017/18
Y1	
Y2	
Y3	
Y4	
Y5	
Y6	

The % of PP pupils achieving greater depth / high score will increase in all year groups.

	Change in % of PP pupils on track to

			achieve GD from 2016/17 to 2017/18	
			Y1	
			Y2	
			Y3	
			Y4	
			Y5	
			Y6	
C	Pupils will be supported to develop socially and emotionally so that they engage with their learning and make good progress academically.	<p>There will be no fixed term or permanent exclusions.</p> <p>Introduction of Thrive Approach alongside will Pastoral support programmes will target vulnerable pupils (for example victims of domestic violence or adopted children) and the impact will be measured using Thrive system and through case studies of individuals. The impact could be measured through attendance in school, social and emotional development on Thrive and academic progress and attainment.</p> <p>The academic progress of pupils in several vulnerable groups will be tracked so that there will be an increase of at least 20% in the number of pupils on track to make expected progress or better across a key stage.</p> <p>The % of pupils in identified vulnerable groups reaching ARE will increase by 20%.</p>		
D.	Attendance will improve especially for PP pupils.	<p>PP pupil attendance will be at least in line with the national average of 96%</p> <p>There will be no gap between PP pupils' attendance and other pupils.</p> <p>There % of PP persistent absentees will reduce by 50%.</p>		

5. Planned Expenditure

Academic Year: 2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support

whole school strategies.

i) Quality First Teaching

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?
<p>Support for improving teaching and learning is highly effective so that quality first teaching will improve, resulting in improved rates of progress and a greater proportion of pupils meeting age related expectations and greater depth / high scores.</p>	<p>The Deputy Head and Mastery Maths Specialist and Assistant Headteachers to work alongside other teachers to mentor and coach colleagues.</p> <p>Cover is required to allow Leaders to work alongside teachers.</p> <p>Deputy & Assistant Headteachers to focus on embedding our approach to T&L and continually driving standards</p>	<p>This approach and investment into developing T&L will continue as we have both internal and external validation of the high quality support and leadership of T&L the Deputy & Assistant headteachers provide which has led to significant improvement in standards and outcomes for pupils over the last 2 years. We believe a relentless focus on providing high quality support and leadership of teaching and learning is vital in order to continually improve outcomes for disadvantaged.</p> <p>Local Authority Evaluation Visit quotes from Nov 17 to support rationale for choice:</p> <p>‘The quality of teaching, learning and assessment is good overall. Senior leaders have taken effective action to improve the quality of teaching.’</p> <p>‘Strengths:</p> <ul style="list-style-type: none"> • Features of teaching are increasingly consistent across the school. The teaching of mathematics and literacy is being embedded to reflect the school’s current priorities. 	<p>Deputy Headteachers will keep support logs for staff which will outline the targets for improvement, the support provided and the impact of support.</p> <p>If support is effective teaching and learning will be consistently good and outstanding.</p> <p>Pupils, including the disadvantaged will make good and better progress so that end of year targets for outcomes are achieved. The progress and attainment of pupils will be tracked rigorously across the year.</p>	<p>Head</p>	<p>Deputy & Assistant Headteachers will continuously be reviewing the impact of their work with individuals through support logs and there is an on-going programme of monitoring which evaluates standards of teaching and learning.</p>

	<p>of T&L.</p> <p>Develop other teachers /leaders who are secure in their T&L to support them in the development of teaching and learning.</p>	<ul style="list-style-type: none"> • Leaders have impacted very positively to improve the quality of teaching. There is a secure understanding of expected standards of attainment. <p>‘The effectiveness of leadership and management is good.’</p> <p>‘Strengths:</p> <ul style="list-style-type: none"> • The headteacher and senior leaders have taken effective action to improve the quality of teaching. There is a balance of challenge and support to secure good teaching. • The senior leadership team provide a very clear direction for the leadership of teaching. Continuing professional programmes are personalised to the needs of the school and staff. This has impacted positively on improving pupils’ achievement across the school. • Senior leaders have created a culture where staff feel supported as part of a team to develop their practice.’ <p>This approach has helped to develop a very reflective culture amongst staff and staff look to continually improve. We now have several aspirational leaders whom we are developing as leaders of learning to work alongside Deputy Headteachers which is part of our succession plan.</p> <p>By providing the strongest practioners with quality time to work with staff we can continually raise standards and</p>			
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		<p>provide consistency of T&L.</p> <p>Sutton Trust: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011:</p> <p>‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.’</p>			
<p>Mastery Maths Approach will be embedded in all classes.</p>	<p>Deputy Headteacher will continue development as a ‘Mastery Maths Specialist.’</p> <p>Maths lead will develop a Deputy Maths Lead who will become a member of the local maths hub.</p> <p>Maths Team will provide CPD through whole class staff meetings; bespoke</p>	<p>This approach and investment in mastery maths will continue as developing our mastery maths approach has led to raised standards of T&L which has been recognised by Ofsted in their Sept 18 Report:</p> <p>‘Teachers follow the school’s agreed approach to mathematics teaching consistently. They plan activities that strengthen pupils’ number fluency. They connect mathematics concepts to real-world situations so that pupils can solve problems in different contexts. Teachers and teaching assistants model the use of mathematical language in full sentences. As a result, pupils answer questions and talk to each other using correct mathematical terminology. Teachers adapt learning to the needs of pupils and provide challenging tasks to stretch the most able. Consequently, pupils make good progress in mathematics.’</p> <p>Education Endowment Fund found that ‘Mastery Approaches to Learning’ can lead to an additional 5 months progress compared to traditional approaches.</p>	<p>The Deputy Headteacher will continue ‘Mastery Maths Specialist’ programme and work closely with LA advisor to ensure effective implementation.</p> <p>A Deputy Maths Lead will continue development and increasingly lead on</p> <p>Maths leaders will have time to mentor and coach colleagues.</p> <p>Mastery Maths will be a priority for staff training.</p> <p>Staff will conduct lesson studies to evaluate their approach.</p>	<p>Maths Lead</p>	<p>Deputy Headteacher/Maths Lead will continuously be reviewing the impact of their work with individuals through support logs and there is an on-going programme of monitoring which evaluates standards of teaching and learning.</p>

	mentoring and coaching and lesson studies to embed key principles of mastery maths including: Problem solving; fluency and reasoning.	Following a trial in 2011 – 14, Education Endowment Fund found that 'Mathematics Mastery' may represent a cost effective change for schools to consider with the programme having a higher impact on Y1 pupils which is a cohort we would like to target.			
Books and data based on pupils' outcomes will indicate pupils make good progress and a greater proportion of pupils will meet age related expectations and greater depth. (See targets set for classes and groups of pupils including those supported by pupil premium).	Review and develop a 'Responsive Teaching' approach to ensure teachers responds to the needs of the learner.	The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates that the impact of effective feedback is +9 months for relatively little cost.	Our approach to providing feedback will be reviewed and clarified in a 'Responsive Teaching' document which will be shared and embedded. The effectiveness of our approach will be regularly scrutinised by SLT in line with the monitoring cycle but also staff will be regularly asked to scrutinise the effectiveness of feedback provided by both themselves and colleagues.	English and Maths Leads	The effectiveness of our 'Responsive Teaching Approach' will be reviewed as part of the monitoring cycle of work scrutiny and lesson observations which happen at least half termly.

Total budgeted cost					TOTAL = £92,228
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?
Pupils will read fluently and have at least age appropriate reading skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores.	<p>Continue to use 'Accelerated Reader' across the school to increase motivation for reading and improve rates of progress.</p> <p>Librarian to use the library service to maintain a well-stocked library support teachers and will liaise with staff to target PP pupils, ensuring they are regularly quizzing and changing their books.</p> <p>AR will allow reading ages and standardised scores</p>	<p>Our approach and investment in reading will continue as this has been successful.</p> <p>Quote from Ofsted Report – September 18</p> <p>'Pupils read regularly and say that they enjoy reading. The school's work to improve reading has had a marked impact on disadvantaged pupils. Their reading scores have increased significantly, as a result of the careful tracking and support of the librarian.'</p> <p>Quote from Ofsted Report – March 2018:</p> <p>'There has been an effective whole-school focus to promote a culture of reading. Pupils speak enthusiastically about reading and value the range of books available to them. The school library is a hive of activity and rarely vacant; pupils make regular use of the school library at breaktimes and lunchtimes to immerse themselves in their books. The school librarian plays a pivotal role in helping to deliver leaders' vision for reading, providing weekly reports to teachers about each pupil's involvement in reading activity, as well as ensuring that the book stock is current. Pupils read daily and their reading records show that they read a range of fiction and non-fiction books as well as a range of recognised, quality authors. Pupils' reading books are closely matched to their reading ability, ensuring that they are suitably challenged. As a result, pupils hold meaningful conversations with each other about a range of books they have</p>	<p>Research shows that for accelerated reader to be effective there must be:</p> <p>A well-stocked library with a wide selection of books that are banded according to the AR formula. Therefore a librarian will reorganise the library and conduct and audit and ensure there are enough books in each banding and that we use the library service to support.</p> <p>Easy access to computers/tablets with internet connection is</p>	English Lead	Progress and attainment of pupils' reading will be tracked half termly to see that there is impact on pupils reading ages, standardised scores and % at ARE and greater depth/high score.

	<p>to be tracked and monitored.</p> <p>Reading Lead to be developed to work with Deputy Head/ English lead to target improvement of reading</p>	<p>read, as well as recognising what makes each author unique.'</p> <p>Accelerated Reader Evaluation Report and Executive Summary (Feb 2015). Research was conducted (although with Y7 pupils) and it was found that FSM pupils had their progress in reading accelerated by +5 months compared to FSM pupils who did not use Accelerated Reader.</p> <p>The research shows that Accelerated Reader can be effective for weaker readers.</p> <p>AR will allow us to track pupils reading habits, understanding of the texts they are reading, reading ages and standardised scores.</p>	<p>required for successful implementation. Therefore some investment in IT will be required.</p>		
<p>Pupils will develop socially and emotionally so that they engage with their learning and make good progress academically.</p>	<p>Use Thrive Programme</p> <p>Provision of additional Pastoral/nuture interventions for vulnerable pupils:</p> <p>'Incredible me' group for adopted children.</p> <p>RESPECT Group for children who have experienced domestic violence.</p>	<p>This approach will continue because our approach to social and emotional development is having impact. Quote from Ofsted – Sept 18:</p> <p>'The school's work to promote pupils' personal development and welfare is good.</p> <p>Pupils are confident and happy. They feel comfortable in their school and are able to demonstrate independence and resourcefulness in their learning.'</p> <p>Failure to address pupils' social and emotional needs is a barrier to learning and the DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' talks about how schools that are earlier in their improvement journey (as we are) need to support pupils social and emotional needs</p>	<p>Impact measures will be kept for all PP pupils. Barriers to learning will be identified and strategies to overcome identified. The academic progress will also be tracked so that impact can be measured.</p>	<p>SENDCO</p>	<p>Impact measures will be updated and collated termly.</p> <p>SENDCO will support staff to monitor and evaluate impact of interventions.</p>

	<p>Mentoring 1:1 based on Dan Hughes PLACE</p> <p>Pot for enrichment eg music lessons, sports clubs etc</p>	<p>and address pupils individual needs.</p> <p>The 'Thrive Approach Research and Evidence Base' outlines summary of the theory underpinning the programme:</p> <ul style="list-style-type: none"> - The Neuroscience of Emotional Development - Attachment & Key Relationships - The Importance of Play and Creativity in Emotional Development - Child Development Models 			
Total budgeted cost					£38,822
iii) Other Approaches					
<p>Attendance will improve especially for PP pupils so that attendance is in line or better than national average.</p> <p>There will be no gap between PP and non PP attendance.</p>	<p>Improve analysis and reporting on attendance though the use of Local Authority attendance reporting tool.</p> <p>EWO will work with attendance officer each fortnight to identify individuals and groups of pupils whose attendance is causing concern.</p> <p>Pastoral Team/EWO will meet with families to overcome barriers to attending school regularly and positively reintegrate absentees.</p>	<p>Our approach and investment into improving attendance resulted in a positive impact which was noted by Ofsted in their Sept 18 report:</p> <p>'Leaders' actions to tackle poor attendance have brought about a rapid improvement. Attendance has improved in the current year and is close to the national average overall. The attendance of disadvantaged pupils and pupils who have SEN and/or disabilities has improved significantly.</p> <p>The proportion of pupils who are persistently absent has fallen and is close to the national average. Moreover, the proportion of disadvantaged pupils who are persistently absent has almost halved. It is below the national average for this group now. Leaders acknowledge, however, that they need to continue to improve attendance so that it is in line with, or better than, the national average.</p>	<p>Systems will be established to track the attendance of individual pupils with persistent absence and also attendance of all groups including PP pupils.</p> <p>EWO to visit school fortnightly and meet with attendance officer and identify and action appropriate approach for tackling persistent absence of individuals.</p>	<p>Headteacher</p>	<p>Attendance of key groups will be tracked ½ termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly.</p>

	<p>Provide breakfast club for pupils and daily café for parents before school to improve parental engagement and encourage parents come to bring pupils to school on time.</p> <p>Same day contact system to challenge all absence.</p> <p>Raise profile of attendance through rewards/incentives.</p> <p>Robust follow up/legal meeting where parents/individuals don't engage with support</p>	<p>The attendance of pupil premium pupils improved from 94.1% in 16/17 to 94.41% in 17/18.</p> <p>Whilst there is evidence in DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' to show that less successful primary schools use strategies to improve attendance it also states that it is possible that more successful schools had already embedded these strategies and therefore did not identify them as specific strategies.</p> <p>The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months.</p>			
Total budgeted cost					= £5,234

6. Review of Expenditure

Previous Academic Year: 2017/18

i) Quality of teaching for all

Desired outcome:	Chosen action/ approach:	Estimated impact:	Lessons learned:	Cost:
<p>Support for improving teaching and learning is highly effective so that quality first teaching will improve, resulting in improved rates of progress and a greater proportion of pupils meeting age related expectations and greater depth / high scores.</p>	<p>After working alongside SLEs last year, Deputy Headteachers to work alongside teachers to mentor and coach colleagues. Strategies include use 'plan do, review'.</p> <p>Cover is required to allow Leaders to work alongside teachers.</p> <p>Deputy Headteachers to focus on embedding our approach to T&L with new staff and NQTs being first priority.</p>	<p>Internal and external judgements of teaching and learning show that quality first teaching is consistently good or better which is a result of providing quality support for the development of teaching and learning. This is evidenced internally through the triangulation of lesson observations, work scrutiny and improved rates of pupils' progress. As a result of the high quality teaching and learning external visits from both the Local Authority and Ofsted led to very positive reports about standards of teaching and learning and outcomes for pupils.</p> <p>Quotes from Local Authority Evaluation Visit – Nov 2017:</p> <p>'The quality of teaching, learning and assessment is good overall. Senior leaders have taken effective action to improve the quality of teaching.'</p> <p>'Strengths:</p> <ul style="list-style-type: none"> • Features of teaching are increasingly consistent across the school. The teaching of mathematics and literacy is being embedded to reflect the school's current priorities. • Leaders have impacted very positively to improve the quality of teaching. There is a secure understanding of expected standards of attainment. • Teaching is precise, building on steps in learning and the accurate use of vocabulary. Consequently, pupils are challenged in their learning. • On-going assessment and questioning are used effectively to challenge and support learning in lessons.' <p>'Outcomes for disadvantaged pupils are good.'</p>	<p>Providing the Deputy Headteachers who are also the lead practitioners regular time to mentor and coach colleagues has made a very significant impact on improving standards of teaching and learning which in turn has impacted very positively on outcomes for disadvantaged pupils.</p> <p>Providing quality time for</p>	<p>£94,502.60</p>

	<p>Deputy Headteachers develop aspiring leaders/deputies who are secure in their T&L to support them in the development of teaching and learning.</p>	<p>‘Strengths:</p> <ul style="list-style-type: none"> • At Key Stage 2, progress measures for this group of pupils are broadly in line with the national average for all other pupils. • At the end of Key Stage 1, more able disadvantaged pupils achieved well at greater depth in writing and mathematics. • Disadvantaged pupils achieved in line with all other pupils in the Year 1 phonics screening. • There is strong evidence that more pupils identified with SEND are now working within age-related expectations.’ <p>‘The effectiveness of leadership and management is good.’</p> <p>‘Strengths:</p> <ul style="list-style-type: none"> • The headteacher and senior leaders have taken effective action to improve the quality of teaching. There is a balance of challenge and support to secure good teaching. • The senior leadership team provide a very clear direction for the leadership of teaching. Continuing professional programmes are personalised to the needs of the school and staff. This has impacted positively on improving pupils’ achievement across the school. • Senior leaders have created a culture where staff feel supported as part of a team to develop their practice.’ <p>Quote from Ofsted Report – March 2018</p> <p>‘You have also placed great emphasis on the consistency of the school’s approach to teaching, learning and assessment, recognising that quality teaching is vital to improve outcomes for pupils. As a result, all staff receive regular training opportunities and are well equipped in their roles. You have galvanised the staff team in a short space of time; all feel valued and supported.’</p>	<p>mentoring/coaching /observing colleagues etc has led to a culture amongst staff of continually striving to improve.</p> <p>Whilst teaching has improved significantly, we have several new staff to support in embedding our approach to T&L and we believe that quality first teaching is of major importance in ensuring good or better outcomes for disadvantaged pupils and therefore should always be at the forefront of our thinking (and</p>	
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Quotes from Ofsted Report – September 2018

'Leaders have a comprehensive plan for the use of pupil premium funding. They have identified barriers to disadvantaged pupils' progress and used the funding to address these. They evaluate the impact of their actions effectively. As a result, there is sustained improvement in the progress that disadvantaged pupils make.'

'Teachers feel empowered by the culture of continuous improvement that leaders have created. They work together to raise the quality of teaching, learning and assessment in the school.'

'Teachers assess pupils' understanding accurately and frequently. They adapt learning activities quickly to address any gaps or misconceptions. Consequently, pupils progress well.'

'Disadvantaged pupils make better progress than they have in recent years. Leaders monitor their progress closely, and teachers take action to address gaps in their learning.'

'Disadvantaged pupils make good progress given their starting points. In 2017, disadvantaged pupils in key stage 2 made progress in line with national figures. This trend is continuing for current Year 6 pupils. However, not enough of them reach expected standards. Leaders acknowledge that these pupils need to make accelerated progress to bring their attainment up to expected standards.'

Outcomes:

% of disadvantaged pupils at Age Related Expectation at the end of key stage									
	Reading			Writing			Maths		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
KS1	47	63	57 (LA = 58)	33	50	50 (LA = 51)	33	50	64 (LA = 57)
KS2	22	57	67 (LA = 63)	56	65	71 (LA = 65)	22	57	67 (LA = 60)

The % of disadvantaged pupils attaining ARE at the end of KS2 has improved significantly over 3 years in all subjects so that it is now above Devon (LA) in all areas.

The % of pupils attaining ARE at the end of KS1 has increased significantly over 3 years in maths.

spending).

We will therefore continue to invest pupil premium funding into improving quality first teaching as we have seen significant positive impact.

In particular next year we will seek to improve the progress of girls in maths at the end of KS2

It fell slightly last year for reading and remained the same for writing. Figures are still in line with Devon for reading and writing but we must now strive to go above next year, as is the case for maths.

% of disadvantaged pupils at Greater Depth/High Score at the end of key stage									
	Reading			Writing			Maths		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
							6		
KS1	13	13	29 (LA = 14%)	0	25	14 (LA = 6%)	7	25	29 (LA = 10%)
KS2	0	7	21 (LA = 18)	0	7	21 (LA = 11)	0	7	21 (LA = 11)

The % of disadvantaged pupils attaining GD at KS1 went up last year for reading and maths but fell slightly for writing. It is not possible to compare our disadvantaged data with national, however the % attaining GD at KS1 at Holsworthy C of E Primary is well above Devon (LA) in all subjects.

The % of disadvantaged pupils attaining GD/high score at end of KS2 has increased significantly over 3 years to above Devon in all areas.

Change in % of disadvantaged pupils on track to meet age related expectation or above from 2016/17 to 2017/18			
	Reading	Writing	Maths
Y1	+15	+25	-5
Y2	-16	-17	+10
Y3	-3	+9	+10
Y4	+3	+15	+21
Y5	+9	+27	-1
Y6	+15	+23	+11

In the vast majority of cases the % of disadvantaged pupils attaining ARE increased an exception being in Y2 for reading and writing. Very good gains in writing.

	Change in % of disadvantaged pupils on track to meet greater depth from 2016/17 to 2017/18		
	Reading	Writing	Maths
Y1	+13	+13	+13
Y2	+9	-6	+2
Y3	+7	-5	-5
Y4	+12	+13	+7
Y5	-3	+6	+13
Y6	+17	+16	+5

In vast majority of cases, improved % of disadvantaged pupils attaining greater depth / high score across the school. An exception being Y3, however % of disadvantaged pupils at GD is good at 20% for reading, writing and maths.

KS2 Progress Measures for disadvantaged pupils									
	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
School	-3.57	+0.48	+0.1	-1.74	+1.69	-0.6	-3.66	-0.11	-0.9
LA			-1.2			-1.7			-1.6

There has been a drop in progress measures for disadvantaged pupils in 2018 since 2017 however all measures are better than Devon disadvantaged pupils and still above 0 for reading. These figures also include disadvantaged pupils with SEND.

KS2 Progress Measures for disadvantaged (Ever 6) boys and girls									
	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
All disadvantaged	-3.57	+0.48	+0.1	-1.74	+1.69	-0.6	-3.66	-0.11	-0.9
Disadvantaged Boys		+4.22	-0.7		+7.16	-1.2		+1.68	-0.7
LA Disadvantaged Boys			-1.7			-2.9			-1.1
Disadvantaged		-1.60	+1.0		-1.35	+0.2		-1.10	-1.2

		<table border="1"> <tr> <td>Girls</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LA Disadvantaged Girls</td> <td></td> <td></td> <td>-0.7</td> <td></td> <td></td> <td>-0.4</td> <td></td> <td></td> <td>-2.2</td> </tr> </table> <p>Significant fall in progress measures for disadvantaged boys in 2018 however this is in part due to exceptional school performance of disadvantaged boys in 2017. Progress has fallen to just below 0 in all areas however still significantly above Devon average in all subjects.</p> <p>Good performance and improvement of disadvantaged girls in reading and writing with above 0 values however still below 0 in maths and this must be a focus. However still above Devon in all areas.</p>	Girls										LA Disadvantaged Girls			-0.7			-0.4			-2.2		
Girls																								
LA Disadvantaged Girls			-0.7			-0.4			-2.2															
Mastery Maths Approach will be embedded in all classes.	<p>Deputy Headteacher and leader of Maths will train to become a 'Mastery Maths Specialist.'</p> <p>Maths lead will develop a Deputy Maths Lead who will become a member of the local maths hub.</p> <p>Maths Team will provide CPD through whole class staff meetings; bespoke</p>	<p>Mastery Maths Lead has supported staff to embed mastery maths which has resulted in improved standards of T&L in maths and consistency across the school. In turn this has led to improved pupils outcomes (see tables above).</p> <p>The mastery maths lead has used a variety of strategies successfully to develop staff's understanding of mastery maths and embed the concepts into their practice.</p> <p>Included in the strategies are: lessons studies; galleried lessons; filming of pupils' learning during lessons and staff meetings to develop subject knowledge.</p> <p>Quotes from Ofsted Report – Sep 18:</p> <p>'Pupils make good progress in mathematics as a result of carefully planned teaching.'</p> <p>'The leader for mathematics has implemented a revised approach to teaching mathematics. Teachers apply this approach consistently. As a result, standards in mathematics have improved.'</p> <p>'Teachers and teaching assistants use questioning skilfully to assess individual learning. They adapt learning activities to address any gaps or misconceptions.'</p> <p>'Teachers have secure subject knowledge. They are skilled in sequencing learning steps so that pupils build their knowledge and understanding well from their individual starting points.'</p>	<p>Both internal and external monitoring have shown that developing mastery maths is improving standards of teaching and learning in maths and this in turn is leading to improved outcomes.</p> <p>The next steps will be to refine our approach when delivering mastery maths and this will</p>																					

	<p>mentoring and coaching and lesson studies to embed key principles of mastery maths including: Problem solving; fluency and reasoning</p>	<p>'Teachers follow the school's agreed approach to mathematics teaching consistently. They plan activities that strengthen pupils' number fluency. They connect mathematics concepts to real-world situations so that pupils can solve problems in different contexts. Teachers and teaching assistants model the use of mathematical language in full sentences. As a result, pupils answer questions and talk to each other using correct mathematical terminology. Teachers adapt learning to the needs of pupils and provide challenging tasks to stretch the most able. Consequently, pupils make good progress in mathematics.'</p> <p>As a result of developing the mastery maths approach, outcomes are improving (see tables above)</p>	<p>include the embedding of 'Maths No Problem' which has come recommended by the mastery maths specialist.</p> <p>There will also be a focus on improving outcomes and progress for girls in maths</p>	
<p>Books and data based on pupils' outcomes will indicate pupils make good progress and a greater proportion of pupils will meet age related expectations and greater depth.</p>	<p>Improve the quality of feedback provided to pupils so that it challenges and moves learning forwards.</p> <p>Feedback should redirect or refocus either the teacher's or learner's actions to achieve a goal by aligning effort</p>	<p>Improving the quality of feedback provided for pupils has been successful as evidenced by internal and external monitoring:</p> <p>Quote from Ofsted – September 2018:</p> <p>'Pupils commit to improving their work. They say that teachers' feedback helps them to improve. They are able to identify their own errors and make their own corrections, often using resources independently to do so.'</p> <p>Although our current provision of feedback for pupils is effective we believe we can make it more efficient and reduce the need for written comments (which can be very time consuming) whilst still responding to the needs of the learners and this will be our focus going forward.</p>	<p>Upon review we have decided to change our approach to providing feedback and we will embed a new approach:</p> <p>'Responsive Teaching'</p> <p>This will focus on still having a very good understanding of the pupils' learning and</p>	

(See targets set for classes and groups of pupils including those supported by pupil premium).	and activity with an outcome.		understanding but instead of spending significant amounts of time providing written feedback we will focus on adapting our lessons and providing verbal feedback and intervention to respond to the needs of the learner.	
ii) Targeted Support				
Desired outcome:	Chosen action/ approach:	Estimated impact:	Lessons learned:	Cost:
Pupils will read fluently and have age appropriate reading skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations	Continue to use 'Accelerated Reader' across the school to increase motivation for reading and improve rates of progress. Librarian to use the library service to maintain a well-stocked	Review of our approach to reading has been found to be very positive by Ofsted. Quote from Ofsted – March Report 2018: 'There has been an effective whole-school focus to promote a culture of reading. Pupils speak enthusiastically about reading and value the range of books available to them. The school library is a hive of activity and rarely vacant; pupils make regular use of the school library at breaktimes and lunchtimes to immerse themselves in their books. The school librarian plays a pivotal role in helping to deliver leaders' vision for reading, providing weekly reports to teachers about each pupil's involvement in reading activity, as well as ensuring that the book stock is current. Pupils read daily and their reading records show that they read a range of fiction and non-fiction books as well as a range of recognised, quality authors. Pupils' reading books are closely matched to their reading ability, ensuring that they are suitably challenged. As a result, pupils hold meaningful conversations with each other about a range of books they have read, as well as recognising what makes each author unique.'	Having a designated librarian to support teachers and work with pupils to ensure all pupils especially the disadvantaged read regularly and have access to high quality reading material is effective in promoting a positive reading culture. This in turn impacts positively on pupils outcomes	£16,676

and greater depth / high scores.

library support teachers and will liaise with staff to target PP pupils, ensuring they are regularly quizzing and changing their books.

AR will allow reading ages and standardised scores to be tracked and monitored.

Reading Lead to be developed to work with Deputy Head/ English lead to target improvement of reading

Class	Year Group	Average standardised score for PP pupils		Change	% of PP pupils whose standardised score has improved from Sept 17 – July 18 which would indicate accelerated progress.
		Sept 17	July 18		
Yew	2	92.6	102	+9.4	67%
Sycamore	2/3	93	97.2	+4.2	60%
Willow	3	105.5	109.3	+3.8	67%
Maple	4	95.3	95.8	+0.5	33%
Ash	4	96.3	100.6	+4.3	57%
Pine	5	94	96.4	+2.4	44%
Birch	6	100.2	100.7	+0.5	54%
Oak	6	90.1	91.9	+1.8	67%

All classes improved standardised score for PP pupils. In 4/8 classes, average standardised score for PP pupils is now above national average (100) for all pupils (only 2 classes were above at the beginning of the year.)

Accelerated Reader is used in Y2-6

Class	Year	Average improvement in reading age for pupil premium pupils (months / Sept - June)
Yew	2	+12.5
Sycamore	2/3	+11.8
Willow	3	+8.7
Maple	4	+5.1
Ash	4	+11.0
Pine	5	+8.1
Birch	6	+4.5
Oak	6	+5.5

with the % of pupils at ARE and GD increasing amongst disadvantaged pupils.

		<table border="1"> <tr> <td></td> <td>Change in % of PP pupils on track to meet age related expectation or above from 2016/17 to 2017/18</td> </tr> <tr> <td>Y1</td> <td>+15%</td> </tr> <tr> <td>Y2</td> <td>-10%</td> </tr> <tr> <td>Y3</td> <td>-3%</td> </tr> <tr> <td>Y4</td> <td>+3%</td> </tr> <tr> <td>Y5</td> <td>+9%</td> </tr> <tr> <td>Y6</td> <td>+15%</td> </tr> </table> <p>The % of PP pupils meeting ARE increased in 4/6 year groups.</p> <table border="1"> <tr> <td></td> <td>Change in % of PP pupils on track to achieve GD from 2016/17 to 2017/18</td> </tr> <tr> <td>Y1</td> <td>+13</td> </tr> <tr> <td>Y2</td> <td>+9</td> </tr> <tr> <td>Y3</td> <td>+7</td> </tr> <tr> <td>Y4</td> <td>+12</td> </tr> <tr> <td>Y5</td> <td>-3</td> </tr> <tr> <td>Y6</td> <td>+17</td> </tr> </table> <p>The % of disadvantaged pupils attaining greater depth / high score increased in 5/6 cohorts.</p>		Change in % of PP pupils on track to meet age related expectation or above from 2016/17 to 2017/18	Y1	+15%	Y2	-10%	Y3	-3%	Y4	+3%	Y5	+9%	Y6	+15%		Change in % of PP pupils on track to achieve GD from 2016/17 to 2017/18	Y1	+13	Y2	+9	Y3	+7	Y4	+12	Y5	-3	Y6	+17		
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Pupils will develop socially and emotionally so that they engage with their learning	<p>Introduce Thrive Programme</p> <p>Pastoral team organise and establish appropriate</p>	<p>Quotes from Ofsted – Sept 18 which relate to pupils’ social and emotional development and behaviour:</p> <p>‘Leaders have taken effective action to improve behaviour. Pupils behave well in classrooms and around the school. They enjoy good relationships with each other and the adults in the school. As a result, learning time is rarely lost and pupils feel safe and well supported.’</p> <p>‘The school’s work to promote pupils’ personal development and welfare is good.</p>	Whilst we were unable to reduce fixed term exclusions last year our school approach to social and emotional	£15,925																												

and make good progress academically.

pastoral support groups for vulnerable pupils:

'Incredible me' group for adopted children.

RESPECT Group for children who have experienced domestic violence.

Mentoring 1:1 based on Dan Hughes PLACE

Forest School.

South West Intervention Services.

Pot for enrichment eg music lessons, sports clubs etc

- Pupils are confident and happy. They feel comfortable in their school and are able to demonstrate independence and resourcefulness in their learning. For example, if they are stuck, before asking their teacher, they try to find things out for themselves in the classroom.
- Pupils demonstrate resilience in their learning. They remain on-task in lessons with minimal supervision or adult intervention because they have developed a love of learning and are keen to succeed. They take pride in their work.
- Leaders promote physical well-being effectively, through the PE curriculum and an extensive range of extra-curricular activities. The outdoor education programme supports pupils' physical and mental well-being.
- Pupils report that they feel safe in school. They show a good understanding of how to keep themselves safe, including online. They report that bullying is very rare and, if it does occur, staff deal with it quickly and effectively. Parents concurred with this in their responses to inspectors during the inspection and in the online parent survey.
- The behaviour of pupils is good. Leaders' actions have had a positive impact on behaviour over the last two years.
- Pupils behave well in lessons. Transitions between activities are calm and well ordered.
- Pupils get on well with each other. They work together productively, both in the classroom and in the less formal outdoor learning environment. At break times, pupils play together well. Pupils enjoy good relationships with adults in the school. As a result, the school is a calm and harmonious place and pupils feel safe and well looked after.'

Fixed term exclusions were high last year however these involved only very few children and there were no permanent exclusions made:

	2015/16	2016/17	2017/18
Fixed Term exclusions	17	4	19
Permanent exclusions	2	1	0
Internal exclusions	20	8	26

development is still good as evidenced by pupils' behaviour.

We will now see if there is more we can do to provide pastoral support and alternative provision for the more vulnerable pupils who cannot always access all the classroom based learning.

Pastoral support programmes targeted vulnerable pupils (for example victims of domestic violence or adopted children). Some impact evident in % of groups reaching ARE and GD.

Group	Number of pupils	Subject	% at ARE		% at GD	
			Sept 2017	July 2018	Sept 2017	July 2018
Adopted		Writing	100	100	0	0
		Reading	100	100	0	0
		GAPS	100	100	0	0
		Maths	100	100	0	0
Domestic violence		Writing	33	100	0	33
		Reading	33	66	33	0
		GAPS	33	66	0	0
		Maths	66	66	0	0
Vulnerable (safeguarding)		Writing	29	43	0	7
		Reading	29	36	0	7
		GAPS	29	36	0	7
		Maths	29	43	0	14
Pastoral mentoring.		Writing	22	44	11	11
		Reading	22	33	11	11
		GAPS	33	33	11	11
		Maths	44	44	11	11

iii) Other approaches

Desired outcome:	Chosen action/ approach:	Estimated impact:	Lessons learned:	Cost:
Attendance will improve especially for PP pupils so that attendance is in line or better	EWO will work with attendance officer each fortnight to identify individuals and groups of pupils whose attendance is causing concern. Pastoral Team/EWO will meet with families to overcome barriers to attending school	There have been significant improvements to attendance as noted by Ofsted in their Sept 18 report: 'Leaders' actions to tackle poor attendance have brought about a rapid improvement. Attendance has improved in the current year and is close to the national average overall. The attendance of disadvantaged pupils and pupils who have SEN and/or disabilities has improved significantly.'	Things that worked: Robust targeting of reducing persistent absence of key individuals/families and ensure intervention is rapid. Time invested from the pastoral team to intervene and improve persistent absence and overall attendance.	£2,353

<p>than national average.</p> <p>There will be no gap between PP and non PP attendance.</p>	<p>regularly and positively reintegrate absentees.</p> <p>Provide breakfast club for pupils and daily café for parents before school to improve parental engagement and encourage parents come to bring pupils to school on time.</p> <p>Same day contact system to challenge all absence.</p> <p>Raise profile of attendance through rewards/incentives.</p> <p>Robust follow up/legal meeting where parents/individuals don't engage with support</p>	<p>'The proportion of pupils who are persistently absent has fallen and is close to the national average. Moreover, the proportion of disadvantaged pupils who are persistently absent has almost halved. It is below the national average for this group now.'</p> <p>Attendance of groups:</p> <table border="1" data-bbox="752 411 1323 802"> <thead> <tr> <th>Group</th> <th>16/17</th> <th>Target</th> <th>End of 17/18</th> <th>Change since 16/17</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.87</td> <td>97</td> <td>95.52</td> <td>+0.65</td> </tr> <tr> <td>FSM</td> <td>93.1</td> <td>97</td> <td>92.8</td> <td>-0.3</td> </tr> <tr> <td>NFSM</td> <td>95.2</td> <td>97</td> <td>96.4</td> <td>+1.2</td> </tr> <tr> <td>PP</td> <td>94.1</td> <td>97</td> <td>94.41</td> <td>+0.31</td> </tr> <tr> <td>NPP</td> <td>95.1</td> <td>97</td> <td>96.1</td> <td>+1.0</td> </tr> <tr> <td>SEND sup</td> <td>91.5</td> <td>97</td> <td>94.2</td> <td>+2.7</td> </tr> <tr> <td>Statement/EHCP</td> <td>86.1</td> <td>97</td> <td>93.1</td> <td>+7.0</td> </tr> <tr> <td>Boys</td> <td>94.7</td> <td>97</td> <td>95.6</td> <td>+0.9</td> </tr> <tr> <td>Girls</td> <td>95.1</td> <td>97</td> <td>95.3</td> <td>+0.2</td> </tr> </tbody> </table> <p>Persistent absence of groups:</p> <table border="1" data-bbox="752 863 1223 1150"> <thead> <tr> <th>Group</th> <th>16/17</th> <th>Target</th> <th>17/18</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>10.3%</td> <td><8.2 % (Nat)</td> <td>10.2%</td> <td>-0.1%</td> </tr> <tr> <td>PP</td> <td>15.1%</td> <td>8.2%</td> <td>12.9%</td> <td>-2.2%</td> </tr> <tr> <td>SEND Support</td> <td>27.8%</td> <td><14% (Nat)</td> <td>15.2%</td> <td>-12.6%</td> </tr> <tr> <td>Statement/EHCP</td> <td>25%</td> <td><18.7% (Nat)</td> <td>20%</td> <td>-5.0%</td> </tr> </tbody> </table>	Group	16/17	Target	End of 17/18	Change since 16/17	All	94.87	97	95.52	+0.65	FSM	93.1	97	92.8	-0.3	NFSM	95.2	97	96.4	+1.2	PP	94.1	97	94.41	+0.31	NPP	95.1	97	96.1	+1.0	SEND sup	91.5	97	94.2	+2.7	Statement/EHCP	86.1	97	93.1	+7.0	Boys	94.7	97	95.6	+0.9	Girls	95.1	97	95.3	+0.2	Group	16/17	Target	17/18	Change	All	10.3%	<8.2 % (Nat)	10.2%	-0.1%	PP	15.1%	8.2%	12.9%	-2.2%	SEND Support	27.8%	<14% (Nat)	15.2%	-12.6%	Statement/EHCP	25%	<18.7% (Nat)	20%	-5.0%	<p>Where families do not engage with our pastoral support ensure EWO/legal meeting follows quickly.</p> <p>CPOMS could be used to improve communication / tracking of attendance.</p> <p>Improved collation and reporting of attendance data through use of Local Authority support.</p>	
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