



| 1. SUMMARY INFORMATION        |                          |  |             |     |   |               |
|-------------------------------|--------------------------|--|-------------|-----|---|---------------|
| <b>SCHOOL:</b>                | Knockhall Primary School |  |             |     |   |               |
| <b>HEAD OF SCHOOL:</b>        | Jonathan Jay             | <b>EXECUTIVE HEADTEACHER:</b>                        | Phil Powell |     | <b>Date of most recent review</b>             | July 2018     |
|                               |                          |  |             |     | <b>Date of next internal review</b>           | December 2018 |
| <b>Total number of pupils</b> | 489                      | <b>Number of pupils eligible for Pupil Premium/%</b> | 142         | 29% | <b>Total Pupil Premium Budget 2018 - 2019</b> | £187,440      |

| 2. CURRENT ATTAINMENT [Outcomes 2018]                                    |  |                        |  |                                |                                |                                   |                                 |            |
|--|--|------------------------|--|--------------------------------|--------------------------------|-----------------------------------|---------------------------------|------------|
| <b>EYFS – PHONICS &amp; GLD 2018</b>                                     | <b>School 2017</b>   | <b>National 2017/8</b> | <b>Pupils eligible for PP 2018 [Sch]</b> | <b>Other Pupils 2018 [Sch]</b> | <b>PP Pupils National 2018</b> | <b>Other Pupils National 2018</b> | <b>In-Year Gaps 2017 - 2018</b> |            |
|  |  |                        |  |                                |                                |                                   | <b>Sch</b>                      | <b>Nat</b> |
|  | 77% of pupils achieved a good level of development [GLD]             | 71%                    | 71%* (2017)                              | 62%                            | 71%                            |                                   |                                 | -9%        |
| 78% of pupils passed the Phonics Screening check in Year 1               | 72%  | 83%                    | 48%                                      | 72%                            | 70%                            | 85%                               | -24%                            | -11%       |
| <b>KEY STAGE 1 2018</b>  | <b>School 2017</b>   | <b>National 2017/8</b> | <b>Pupils eligible for PP 2018</b>       | <b>Other Pupils 2018</b>       | <b>PP Pupils National 2018</b> | <b>Other Pupils National 2018</b> | <b>In-Year Gaps 2017 - 2018</b> |            |
|  |  |                        |  |                                |                                |                                   | <b>Sch</b>                      | <b>Nat</b> |
|  | 62% of pupils met the expected standard in Reading at the end of KS1 | 61%                    | 75%                                      | 24%                            | 76%                            | 60%                               | 78%                             | -36%       |
| 71% of pupils met the expected standard in Writing at the end of KS1     | 53%  | 70%                    | 41%                                      | 82%                            | 53%                            | 73%                               | -41%                            | -20%       |
| 70% of pupils met the expected standard in Mathematics at the end of KS1 | 51%  | 76%                    | 35%                                      | 82%                            | 61%                            | 79%                               | -47%                            | -18%       |
| <b>KEY STAGE 2 2018</b>  | <b>School 2017</b>   | <b>National 2017/8</b> | <b>Pupils eligible for PP 2018</b>       | <b>Other Pupils 2018</b>       | <b>PP Pupils National 2018</b> | <b>Other Pupils National 2018</b> | <b>In-Year Gaps 2017 - 2018</b> |            |
|  |  |                        |  |                                |                                |                                   | <b>Sch</b>                      | <b>Nat</b> |
|  | 55% of pupils met the expected standard in RWM at the end of KS2     | 29%                    | 64%                                      | 41%                            | 74%                            | 51%                               | 70%                             | -33%       |
| 75% of pupils met the expected standard in Reading at the end of KS2     | 61%  | 75%                    | 63%                                      | 81%                            | 64%                            | 80%                               | -18%                            | -16%       |
| 72% of pupils met the expected standard in Writing at the end of KS2     | 37%  | 78%                    | 67%                                      | 74%                            | 67%                            | 83%                               | -7%                             | -16%       |
| 64% of pupils met the expected standard in Mathematics at the end of KS2 | 41%  | 76%                    | 47%                                      | 71%                            | 64%                            | 81%                               | -24%                            | -17%       |





**3. BARRIERS TO FUTURE ACHIEVEMENT [For pupils eligible for PP]**

**EXTERNAL BARRIERS**

|          |  |
|----------|--|
| <b>A</b> | Historical legacy of deprivation and disadvantage evident in the community with corresponding low aspiration and absence of cultural capital particularly pre-school |
| <b>B</b> | Parental literacy and dysfunctional nature of family life  |

**IN-SCHOOL BARRIERS**

|          |  |
|----------|--|
| <b>C</b> | EYFS baseline assessment shows low levels of communication and oral language skills            |
| <b>D</b> | Historical legacy of underachievement for disadvantaged pupils. Current gaps are unacceptable. |
| <b>E</b> | Historically poor attendance for those children identified as disadvantaged                    |

**4. ASPIRATIONAL & DESIRED OUTCOMES – July 2018**

|          |   |
|----------|---|
| <b>A</b> | <ul style="list-style-type: none"> <li>• Wrap-around provision is established and fully operational to support disadvantaged families and their children</li> <li>• The school becomes the “hub” of the community</li> <li>• At least 50% of PPG families access provision both during and outside of school closure periods</li> </ul>   |
| <b>B</b> | <ul style="list-style-type: none"> <li>• Positive and meaningful connections are made with all local services that favourably impact on vulnerable families supported by dedicated resources from the Trust Hub</li> <li>• Trained social workers are deployed to the school from the Trust to support the complex needs of vulnerable families of PPG children whose progress has stalled or regressed</li> <li>• The school’s facilities are provided free to other community services to support vulnerable families</li> <li>• Community transformation is evident through the establishment of partnerships with voluntary and charity sector organisations</li> <li>• Additional funding is secured to support this through the Trust’s Business Manager</li> <li>• Edu-Key provision maps are in place and show all support agencies and interventions in place for disadvantaged and vulnerable pupils</li> </ul> |
| <b>C</b> | <ul style="list-style-type: none"> <li>• Gaps are quickly identified on entry and key workers target disadvantaged pupils to accelerate learning and social skills – gaps reduce at EYFS and Year 1 Phonics. Gaps at KS1 are reduced</li> <li>• Planning in EYFS specifically identified named children who are the focus for observation or adult-initiated learning</li> <li>• Speech &amp; language therapy [SALT] successfully impacts to enable disadvantage pupils to catch-up with their peers. There is no discernible gap in GLD outcomes for pupils deemed disadvantaged and others</li> </ul>  |
| <b>D</b> | <ul style="list-style-type: none"> <li>• Outcomes at the end of KS1 and at KS2 exceed the national averages at the expected standard and at greater depth in all three areas of Reading, Writing and Mathematics. The attainment gap has reduced substantially, is below national levels and is on a downward trajectory</li> </ul>   |





|          |  |
|----------|--|
|          | <ul style="list-style-type: none"> <li>Disadvantaged pupils' outcomes are in line with other pupils in each year group</li> <li>PIXL therapies target key marginal pupils and are monitored for impact on a weekly basis. Progress for targeted pupils is accelerated.</li> <li>Internal and external monitoring evidences that disadvantaged pupils and others are making good or better progress</li> <li>Target setting for disadvantaged and other pupils is "owned" by the class teacher. Planning is individualised and bespoke.</li> <li>Targeted interventions are customised by HLTAs and other support staff, accelerate progress and impact on individual PP pupils by reducing gaps in progress and attainment</li> <li>A broad and balanced curriculum is in place; De Bono's thinking skills and Bloom's high order questioning is evident in all classrooms and Maths Mastery is implemented across the school</li> </ul> |
| <b>E</b> | <ul style="list-style-type: none"> <li>The attendance of all PP pupils is in line with the attendance of others and reaches 97% by the end of the academic year. PA is reduced to ≤ 6%</li> <li>Breakfast club is targeted for PP pupils by the inclusion team</li> <li>All avenues are explored on a weekly basis to ensure that PP pupils are able to attend</li> </ul>  |

| 5. TARGETS & TRACKING THROUGHOUT THE YEAR FOR DISADVANTAGED PUPILS 2018 - 2019 |             |              |           |                 |                 |           |                 |                 |           |                 |                    |      |                 |     |     |
|--|-------------|--------------|-----------|-----------------|-----------------|-----------|-----------------|-----------------|-----------|-----------------|--------------------|------|-----------------|-----|-----|
| 5.1  | AUTUMN 2018 |              |           |                 | SPRING DD4 2019 |           |                 | SUMMER DD5 2019 |           |                 | End of Year Target |      | PPG/Non PPG Gap |     |     |
|  |             | Baseline DD1 | ARE % DD2 | Gap to Target % |                 | ARE % DD4 | Gap to Target % |                 | ARE % DD5 | Gap to Target % | Target DD6         | Gap  | DD2             | DD4 | DD5 |
| <b>READING</b>   | Y1          | 37%          | 43% 40%   | -3%             | Y1              | 57%       |                 | Y1              | 63%       |                 | 70%                | -9%  | -38%            |     |     |
|  | Y2          | 19%          | 31% 19%   | -12%            | Y2              | 55%       |                 | Y2              | 66%       |                 | 77%                | -12% | -53%            |     |     |
|  | Y3          | 5%           | 17% 20%   | +3%             | Y3              | 41%       |                 | Y3              | 53%       |                 | 65%                | -4%  | -38%            |     |     |
|  | Y4          | 21%          | 28% 24%   | -4%             | Y4              | 41%       |                 | Y4              | 48%       |                 | 57%                | -19% | -36%            |     |     |
|  | Y5          | 38%          | 48% 32%   | -16%            | Y5              | 66%       |                 | Y5              | 76%       |                 | 83%                | -3%  | -30%            |     |     |
|  | Y6          | 27%          | 36% 43%   | +7%             | Y6              | 52%       |                 | Y6              | 62%       |                 | 76%                | -10% | -31%            |     |     |
| 5.2  | AUTUMN 2018 |              |           |                 | SPRING 2019     |           |                 | SUMMER 2019     |           |                 | End of Year Target |      | PPG/Non PPG Gap |     |     |
|  |             | Baseline DD1 | ARE % DD2 | Gap to Target % |                 | ARE % DD4 | Gap to Target % |                 | ARE % DD5 | Gap to Target % | Target DD6         | Gap  | DD2             | DD4 | DD5 |
| <b>WRITING</b>   | Y1          | 53%          | 56% 50%   | -6%             | Y1              | 63%       |                 | Y1              | 67%       |                 | 70%                | -9%  | -21%            |     |     |
|  | Y2          | 25%          | 36% 59%   | +23%            | Y2              | 56%       |                 | Y2              | 67%       |                 | 77%                | -12% | -25%            |     |     |
|  | Y3          | 59%          | 60% 50%   | -10%            | Y3              | 63%       |                 | Y3              | 64%       |                 | 65%                | -8%  | -34%            |     |     |
|  | Y4          | 26%          | 32% 10%   | -12%            | Y4              | 43%       |                 | Y4              | 49%       |                 | 57%                | -19% | -49%            |     |     |





| 5.3      | Y5           | 52%          | 58%             | 40%             | -18%        | Y5              | 69%             |             | Y5              | 75%             |                    | 83% | +3 %            | -20% |     |  |  |
|----------|--------------|--------------|-----------------|-----------------|-------------|-----------------|-----------------|-------------|-----------------|-----------------|--------------------|-----|-----------------|------|-----|--|--|
|          | Y6           | 65%          | 66%             | 43%             | -23%        | Y6              | 69%             |             | Y6              | 70%             |                    | 76% | -10%            | -29% |     |  |  |
|          | AUTUMN 2018  |              |                 |                 | SPRING 2019 |                 |                 | SUMMER 2019 |                 |                 | End of Year Target |     | PPG/Non PPG Gap |      |     |  |  |
|          | Baseline DD1 | ARE % DD2    | Gap to Target % |                 | ARE % DD4   | Gap to Target % |                 | ARE % DD5   | Gap to Target % | Target DD6      | Gap                | DD2 | DD4             | DD5  |     |  |  |
| MATHS    | Y1           | 50%          | 54%             | 50%             | -4%         | Y1              | 62%             |             | Y1              | 66%             |                    | 70% | -9%             | -28% |     |  |  |
|          | Y2           | 45%          | 51%             | 45%             | -6%         | Y2              | 63%             |             | Y2              | 70%             |                    | 77% | -12%            | -22% |     |  |  |
|          | Y3           | 0%           | 14%             | 35%             | +21%        | Y3              | 42%             |             | Y3              | 56%             |                    | 70% | -13%            | -45% |     |  |  |
|          | Y4           | 0%           | 13%             | 19%             | +6%         | Y4              | 39%             |             | Y4              | 52%             |                    | 62% | -14%            | -45% |     |  |  |
|          | Y5           | 5%           | 20%             | 44%             | +24%        | Y5              | 50%             |             | Y5              | 65%             |                    | 83% | +3%             | -13% |     |  |  |
|          | Y6           | 28%          | 48%             | 29%             | -19%        | Y6              | 62%             |             | Y6              | 69%             |                    | 81% | -7%             | -29% |     |  |  |
| 5.4      | AUTUMN 2018  |              |                 |                 | SPRING 2019 |                 |                 | SUMMER 2019 |                 |                 | End of Year Target |     | PPG/Non PPG Gap |      |     |  |  |
|          |              | Baseline DD1 | ARE % DD2       | Gap to Target % |             | ARE % DD4       | Gap to Target % |             | ARE % DD5       | Gap to Target % | Target DD6         | Gap | DD2             | DD4  | DD5 |  |  |
|          | Y1           | 37%          | 43%             | 35%             | -8%         | Y1              | 56%             |             | Y1              | 63%             |                    | 70% | -9%             | -26% |     |  |  |
| COMBINED | Y2           | 18%          | 30%             | 53%             | +23%        | Y2              | 54%             |             | Y2              | 66%             |                    | 77% | -12%            | -23% |     |  |  |
|          | Y3           | 0%           | 13%             | 15%             | +2%         | Y3              | 39%             |             | Y3              | 52%             |                    | 65% | -14%            | -38% |     |  |  |
|          | Y4           | 0%           | 11%             | 5%              | -6%         | Y4              | 33%             |             | Y4              | 44%             |                    | 57% | -11%            | -47% |     |  |  |
|          | Y5           | 0%           | 16%             | 16%             | 0%          | Y5              | 48%             |             | Y5              | 65%             |                    | 83% | -5%             | -30% |     |  |  |
|          | Y6           | 18%          | 27%             | 29%             | +2%         | Y6              | 46%             |             | Y6              | 56%             |                    | 71% | -12%            | -20% |     |  |  |

6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019

| Actions  | Timeframe         | Lead                             | Success criteria  | Cost | Baseline and Milestone 1 End Autumn [December 2018] | Milestone 2 End Spring [Easter 2019]             | Milestone 3 End Summer [July 2019]  | RAG |   |   |
|--|-------------------|----------------------------------|---|------|---|--|-------------------------------------|-----|---|---|
|  |                   |                                  |   |      |   |  |                                     | 1   | 2 | 3 |
| <b>6.1 RAISE THE QUALITY OF TEACHING &amp; LEARNING FOR DISADVANTAGED &amp; OTHER PUPILS</b> |                   |                                  |   |      |   |  |                                     |     |   |   |
| 6.1.1  | Sept 2018 Onwards | Head of School Jonathan Jay [JJ] | <ul style="list-style-type: none"> <li>Thinking toolkit is embedded and is regularly being used in all classes</li> <li>Pupil independence is fostered through improved thinking and</li> </ul> | £0   | CDP cycle is instigated                             | Gaps in each year group are in line with Table 5 | Gaps are below that seen nationally | Y1  |   |   |
|  |                   |                                  |   |      |   |  |                                     | Y2  |   |   |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |                   |   |   |      |   |  |  |     |    |    |
|--|-------------------|---|---|------|---|--|--|-----|----|----|
| Actions  | Timeframe         | Lead                                    | Success criteria  | Cost | Baseline and Milestone 1<br>End Autumn<br>[December 2018]   | Milestone 2<br>End Spring<br>[Easter 2019]                                       | Milestone 3<br>End Summer<br>[July 2019]   | RAG |    |    |
|  |                   |   |   |      |   |  |  | 1   | 2  | 3  |
| <b>6.1 RAISE THE QUALITY OF TEACHING &amp; LEARNING FOR DISADVANTAGED &amp; OTHER PUPILS</b>   |                   |   |   |      |   |  |  |     |    |    |
| <ul style="list-style-type: none"> <li>Embed thinking and questioning skills through the introduction and use of the thinking toolkit.</li> <li>Distribute De-Bono's thinking hats to all classes</li> <li>Ensure that Bloom's taxonomy is understood by all staff and is effectively being used to elicit higher order thinking skills</li> </ul>   |                   |   | <ul style="list-style-type: none"> <li>questioning and provides an effective framework in accelerating progress and raising attainment</li> <li>Higher order thinking skills are evident in all classes</li> <li>Metacognition and self-regulation lead to an additional 7-months progress [EEF]</li> </ul>   |      | Accelerated progress is evident at DD2 for PP pupils and others   |  | and are in line with or exceed end of year targets   | Y3  |    |    |
| <p><b>6.1.2</b></p> <ul style="list-style-type: none"> <li>Maths Mastery is implemented across the school</li> <li>Staff deliver a 4 or 6-part lesson on a daily bas supported by high quality display in each classroom</li> <li>Manipulatives are available in each classroom</li> <li>Whole staff and Trust based CPD is implemented and revisited throughout the year delivered by the Trust Maths Committee.</li> </ul> | Sept 2018 Onwards | Deputy Head Teacher<br>Chloe Riley [CR] | <ul style="list-style-type: none"> <li>Disadvantaged pupils and others build a deep conceptual understanding of Maths concepts enabling them to apply their learning in everyday contexts</li> <li>Progress in Maths for disadvantaged and other pupils shows further improvement as demonstrated in the regular data drops, through planning, book scrutiny and lesson observation</li> <li>Maths mastery has a track record [EEF] of being effective, leading to an additional 5-months progress premium</li> </ul> | £0   | CPD cycle is instigated and implemented throughout the year<br><br>Accelerated progress in Maths is evident at DD1 for PP pupils and others | Gaps in Maths in each year group reduce in line with targets set [See Table 5.3] | Gaps are below that seen nationally and are in line with or exceed end of year targets [See Table 5.3] | Y1  | Y2 | Y3 |
| <p><b>6.1.3</b></p>  | Sept 2018 Onwards | Assistant Head Teacher                  | <ul style="list-style-type: none"> <li>All pupils receive a broad and balanced curriculum that is of high quality</li> </ul>  | £0   | CDP for the IPC and Foundation  | Gaps in Writing in each year   | Gaps are below that seen   | Y1  |    |    |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019   |                   |                    |   |      |  |   |  |     |   |   |
|---|-------------------|--------------------|---|------|--|---|--|-----|---|---|
| Actions   | Timeframe         | Lead               | Success criteria  | Cost | Baseline and Milestone 1<br>End Autumn<br>[December 2018]  | Milestone 2<br>End Spring<br>[Easter 2019]            | Milestone 3<br>End Summer<br>[July 2019]   | RAG |   |   |
|   |                   |                    |   |      |  |   |  | 1   | 2 | 3 |
| <b>6.1 RAISE THE QUALITY OF TEACHING &amp; LEARNING FOR DISADVANTAGED &amp; OTHER PUPILS</b>  |                   |                    |   |      |  |   |  |     |   |   |
| <ul style="list-style-type: none"> <li>The quality of IPC and Foundation subject teaching is raised for disadvantaged pupils and others</li> <li>Teaching is motivating, inspiring and incorporates planned opportunities for writing</li> <li>Writing KPIs are mapped and sequenced across each key stage into the IPC and Foundation subject curriculum</li> <li>National curriculum requirements and skills are effectively incorporated through robust planning</li> <li>Writing competitions and rewards are implemented to ensure that wider writing within IPC and Foundation subjects are considered as equally valuable</li> </ul> |                   | Vicky Lysaght [VL] | <ul style="list-style-type: none"> <li>The quality of writing seen within the IPC and in Foundation subjects is raised and impacts on raised standards of writing at each key stage</li> </ul>  |      | subjects is delivered throughout the year across the Trust<br><br>Accelerated progress in Writing is evident at DD1 for PP pupils and others | group reduce in line with targets set [See Table 5.2] | nationally and are in line with or exceed end of year targets [See Table 5.2]                        | Y2  |   |   |
|   |                   |                    |   |      |  |   |  | Y3  |   |   |
|   |                   |                    |   |      |  |   |  | Y4  |   |   |
|   |                   |                    |   |      |  |   |  | Y5  |   |   |
|   |                   |                    |   |      |  |   |  | Y6  |   |   |
| <b>6.1.4</b>  |                   |                    |   |      |  |   |  | Y1  |   |   |
| <ul style="list-style-type: none"> <li>The “No more Marking” approach is fully endorsed and adopted</li> <li>Pupil feedback for disadvantaged and other pupils is provided daily in all classes to address misconceptions and re-shape learning</li> <li>High quality oral feedback is given to pupils daily providing next steps for</li> </ul>  | Sept 2018 Onwards | Class Teachers     | <ul style="list-style-type: none"> <li>Daily oral feedback to disadvantaged and other pupils raises expectation and impacts on increased rates of progress and higher levels of attainment</li> <li>Research demonstrates that feedback to learners has a positive impact and has effect across all age groups [EEF]</li> </ul> | £0   | Oral feedback is seen during lesson observation in all lessons<br><br>Accelerated progress is evident at DD2 for PP pupils and others        | Gaps in each year group are in line with Table 5      | Gaps are below that seen nationally and are in line with or exceed end of year targets [See Table 5] | Y2  |   |   |
|   |                   |                    |   |      |  |   |  | Y3  |   |   |
|   |                   |                    |   |      |  |   |  | Y4  |   |   |
|   |                   |                    |   |      |  |   |  | Y5  |   |   |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |   |   |   |      |  |  |  |     |    |    |    |    |    |
|--|---|---|---|------|--|--|--|-----|----|----|----|----|----|
| Actions  | Timeframe                                       | Lead  | Success criteria  | Cost | Baseline and Milestone 1<br>End Autumn<br>[December 2018]  | Milestone 2<br>End Spring<br>[Easter 2019]   | Milestone 3<br>End Summer<br>[July 2019]   | RAG |    |    |    |    |    |
|  |   |   |   |      |  |  |  | 1   | 2  | 3  |    |    |    |
| <b>6.1 RAISE THE QUALITY OF TEACHING &amp; LEARNING FOR DISADVANTAGED &amp; OTHER PUPILS</b>   |   |   |   |      |  |  |  |     |    |    |    |    |    |
| further improvement. This is actioned by pupils.   |   |   |   |      |  |  |  | Y6  |    |    |    |    |    |
| <p><b>6.1.5</b></p> <ul style="list-style-type: none"> <li>“Character” education is taught across the curriculum and during PSED enabling pupils to be resilient to set-backs, work collaboratively with their peers, build relationships, manage their emotions and cope with failure and difficulty</li> </ul> | Implemented during Autumn 2018                  | Head of School<br>Jonathan Jay [JJ]                   | <ul style="list-style-type: none"> <li>Pupils are increasingly resilient and able to overcome adversity</li> <li>Collaboration and collective endeavour are evident in classrooms and seen during non-class unstructured activity</li> <li>Lesson observations undertaken during Humanities and PSED evidence improved life skills and personal awareness</li> <li>Pupil questionnaires at end of terms 3 &amp; 6 evidence the impact of the programme</li> </ul> | £0   | <p>CDP cycle is instigated and includes the delivery of “Character” education</p> <p>Accelerated progress is evident at DD2 for PP pupils and others</p> | <p>Gaps in each year group are in line with Table 5</p> <p>Pupil surveys demonstrate increased resilience and improved life skills</p> | <p>Gaps are below that seen nationally and are in line with or exceed end of year targets [See Table 5]</p> <p>Pupil surveys demonstrate further increased resilience and improved life skills</p> | Y1  | Y2 | Y3 | Y4 | Y5 | Y6 |
| <p><b>6.1.6</b></p> <ul style="list-style-type: none"> <li>The deployment of peripatetic teachers and support staff is scrutinised and targeted to impact on the progress and attainment of PPG pupils and other vulnerable groups.</li> </ul>   | Autumn Term – Week 1 Reviewed on a weekly basis | Head of School<br>Jonathan Jay [JJ] and Headship Team | <ul style="list-style-type: none"> <li>Targeted pupils in intervention groups show accelerated progress at each data drop</li> <li>Planned interventions for all deployed peripatetic and support staff impact effectively or are rapidly adjusted</li> </ul>   | £0   | <p>Staff are effectively deployed to maximise achievement for PP pupils</p> <p>Accelerated progress is evident at</p>                                    | <p>Gaps in each year group are in line with Table 5</p> <p>Interventions are adjusted where necessary to</p>                           | <p>Gaps are below that seen nationally and are in line with or exceed end of year targets [See Table 5]</p>  | Y1  | Y2 | Y3 |    |    |    |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019   |           |      |   |      |   |  |   |           |   |   |
|---|-----------|------|---|------|---|--|---|-----------|---|---|
| Actions   | Timeframe | Lead | Success criteria  | Cost | Baseline and Milestone 1<br>End Autumn<br>[December 2018] | Milestone 2<br>End Spring<br>[Easter 2019] | Milestone 3<br>End Summer<br>[July 2019]  | RAG       |   |   |
|   |           |      |   |      |   |  |   | 1         | 2 | 3 |
| <b>6.1 RAISE THE QUALITY OF TEACHING &amp; LEARNING FOR DISADVANTAGED &amp; OTHER PUPILS</b>  |           |      |   |      |   |  |   |           |   |   |
| <ul style="list-style-type: none"> <li>Short-term interventions are monitored for impact to ensure that progress is accelerated</li> <li>Key marginal pupils are subject to regular review and the programme is updated to maximise progress for disadvantaged and other vulnerable groups</li> </ul> |           |      | <ul style="list-style-type: none"> <li>Pupils' progress impacts on further tangible improvement to overall standards and the closure of gaps</li> </ul> |      | DD2 for PP pupils and others                              | maximise impact                            | The intervention programme throughout the year evidences accelerated progress for all targeted pupils | Y4        |   |   |
|   |           |      |   |      |   |  |   | Y5        |   |   |
|   |           |      |   |      |   |  |   | Y6        |   |   |
| <b>PROPOSED TOTAL EXPENDITURE 2018 - 2019</b>   |           |      |   |      |   |  |   | <b>£0</b> |   |   |

| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |                   |                           |  |         |  |  |  |                                |   |   |                                |   |  |  |  |  |  |
|--|-------------------|---------------------------|--|---------|--|--|--|--------------------------------|---|---|--------------------------------|---|--|--|--|--|--|
| Actions  | Timeframe         | Lead                      | Success criteria   | Cost    | Milestone 1<br>End Autumn<br>[December 2018] | Milestone 2<br>End Spring<br>[Easter 2019] | Milestone 3<br>End Summer<br>[July 2019] | RAG                            |   |   |                                |   |  |  |  |  |  |
|  |                   |                           |  |         |  |  |  | 1                              | 2 | 3 |                                |   |  |  |  |  |  |
| <b>6.2 TARGETED SUPPORT</b>  |                   |                           |  |         |  |  |  |                                |   |   |                                |   |  |  |  |  |  |
| <b>6.2.1</b><br><ul style="list-style-type: none"> <li>Key disadvantaged and "marginal" pupils are targeted with specific</li> </ul> | Sept 2018 Onwards | AHT<br>Vicky Lysaght [VL] | <ul style="list-style-type: none"> <li>PIXL therapies are in place and demonstrate impact at each data drop throughout the school year</li> <li>Key disadvantaged and "marginal" pupils are discussed on a weekly</li> </ul> | £76,000 | No. of Key Marginals [R, W, M]               |  |  | No. of Key Marginals [R, W, M] |   |   | No. of Key Marginals [R, W, M] |   |  |  |  |  |  |
|  |                   |                           |  |         | 1  | 1<br>4                                     | 1<br>8                                   | 10                             | 1 |   |                                | 1 |  |  |  |  |  |
|  |                   |                           |  |         | 2  | 2<br>5                                     | 2<br>6                                   | 20                             | 2 |   |                                | 2 |  |  |  |  |  |







| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019   |                   |                                  |  |         |  |  |  |  |   |   |   |  |  |  |  |
|---|-------------------|----------------------------------|--|---------|--|--|--|--|---|---|---|--|--|--|--|
| Actions   | Timeframe         | Lead                             | Success criteria   | Cost    | Milestone 1<br>End Autumn<br>[December<br>2018]      | Milestone 2<br>End<br>Spring<br>[Easter<br>2019] | Milestone 3<br>End Summer<br>[July 2019]                   | RAG  |   |   |   |  |  |  |  |
|   |                   |                                  |  |         |  |  |  | 1  | 2 | 3 |   |  |  |  |  |
| <b>6.2 TARGETED SUPPORT</b>   |                   |                                  |  |         |  |  |  |  |   |   |   |  |  |  |  |
| intervention strategies and PIXL therapies to accelerate their progress<br>• Weekly planning of bespoke interventions is undertaken |                   |                                  | basis to ensure that progress through these intervention strategies is having impact<br>• Small group tuition is deemed by EEF to be effective<br>• Number of key marginal decreases<br>• Assessment of pupils takes place continuously and demonstrates that concepts are grasped |         | 3  | 1<br>0   | 1<br>1   | 7  | 3 |   | 3 |  |  |  |  |
|   |                   |                                  |  |         | 4  | 2<br>7   | 2<br>4   | 23   | 4 |   | 4 |  |  |  |  |
|   |                   |                                  |  |         | 5  | 1<br>8   | 1<br>9   | 16   | 5 |   | 5 |  |  |  |  |
|   |                   |                                  |  |         | 6  | 1<br>3   | 1<br>6   | 20   | 6 |   | 6 |  |  |  |  |
| <b>6.2.2</b>  | Sept 2018 Onwards | AHT Ruth Brown [RB]              | • Oral language interventions show a positive impact on learning, including oral language skills and reading comprehension<br>• EEF – such interventions lead to approximately 5-months premium gains  | £21,000 | Average Reading Age Baseline & Current [PPG]         |  | Average Reading ages PPG                                   | Average Reading ages PPG   |   |   |   |  |  |  |  |
|   |                   |                                  |  |         | R  |  | R  |  | R |   |   |  |  |  |  |
|   |                   |                                  |  |         | 1  | 5.6  | 5.9  | 1  |   | 1 |   |  |  |  |  |
|   |                   |                                  |  |         | 2  | 6.6  | 6.0  | 2  |   | 2 |   |  |  |  |  |
|   |                   |                                  |  |         | 3  |  | 7.0  | 3  |   | 3 |   |  |  |  |  |
|   |                   |                                  |  |         | 4  |  | 8.5  | 4  |   | 4 |   |  |  |  |  |
|   |                   |                                  |  |         | 5  |  | 9.8  | 5  |   | 5 |   |  |  |  |  |
|   | 6                 | 10.2                             | 10.6   | 6       |  | 6  |  |  |   |   |   |  |  |  |  |
| <b>6.2.3</b>  | Sept 2018 Onwards | Head of School Jonathan Jay [JJ] | • 3-month premium gains are achieved during the academic year in line with EEF research<br>• 5-month premium gains are achieved for disadvantaged pupils [EEF]<br>• Internet based software screens children according to their reading  | £5,000  | PP pupils are making accelerated progress in Reading |  | Gaps in each year group are in line with Table 5 and 6.2.2 | Gaps are below that seen nationally and are in line with or exceed end of year targets |   |   |   |  |  |  |  |
|   |                   |                                  |  |         | All pupils are making improved                       |  |  |  |   |   |   |  |  |  |  |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |                   |                                |   |         |   |  |  |                 |   |   |  |  |
|--|-------------------|--------------------------------|---|---------|---|--|--|-----------------|---|---|--|--|
| Actions  | Timeframe         | Lead                           | Success criteria  | Cost    | Milestone 1<br>End Autumn<br>[December<br>2018] | Milestone 2<br>End<br>Spring<br>[Easter<br>2019] | Milestone 3<br>End Summer<br>[July 2019] | RAG             |   |   |  |  |
|  |                   |                                |   |         |   |  |  | 1               | 2 | 3 |  |  |
| <b>6.2 TARGETED SUPPORT</b>  |                   |                                |   |         |   |  |  |                 |   |   |  |  |
| <ul style="list-style-type: none"> <li>Individual class teachers monitor programme and its impact</li> <li>AR computerised quizzes are used by pupils for the books read and AR points are earned related to the degree of difficulty</li> </ul> |                   |                                | level and suggests books that match and extend their reading age and interest   |         | progress in Reading                             |  | See Table 5 and 6.2.2                    |                 |   |   |  |  |
| <b>6.2.4</b>   | Sept 2018 Onwards | Class teachers<br>HLTAs<br>TAs | <ul style="list-style-type: none"> <li>Positive impact is seen for disadvantaged and other pupils in their progress, attitudes to school, attendance and behaviour [EEF]</li> <li>Disadvantage pupils progress and attainment in Maths shows further improvement</li> <li>Attainment and progress in Maths overall is in line with or better than national levels of expectation</li> </ul> | £35,000 | Baseline Maths Age All/PPG                      | Maths Age All/PPG                                | Maths Age All/PPG                        |                 |   |   |  |  |
| R  |                   |                                |   |         |   |  | R  |                 | R |   |  |  |
| 1  |                   |                                |   |         | 5.6   | 6.0  | 1  |                 | 1 |   |  |  |
| 2  |                   |                                |   |         | 7.0   | 7.1  | 2  |                 | 2 |   |  |  |
| 3  |                   |                                |   |         |   |  | 3  |                 | 3 |   |  |  |
| 4  |                   |                                |   |         |   |  | 4  |                 | 4 |   |  |  |
| 5  |                   |                                |   |         |   |  | 5  |                 | 5 |   |  |  |
| 6  |                   |                                |   |         |   |  | 6  |                 | 6 |   |  |  |
| <b>PROPOSED TOTAL EXPENDITURE 2018 - 2019</b>  |                   |                                |   |         |   |  |  | <b>£137,000</b> |   |   |  |  |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |                   |  |  |         |   |   |   |     |   |   |
|--|-------------------|--|--|---------|---|---|---|-----|---|---|
| Actions  | Timeframe         | Lead   | Success criteria   | Cost    | Milestone 1<br>End Autumn<br>[December<br>2018] | Milestone 2<br>End Spring<br>[Easter 2019]  | Milestone 3<br>End Summer<br>[July 2019]  | RAG |   |   |
|  |                   |  |  |         |   |   |   | 1   | 2 | 3 |
| <b>6.3 WIDER APPROACHES INCLUDING EXTERNAL BARRIERS</b>  |                   |  |  |         |   |   |   |     |   |   |
| <b>6.3.1</b>   |                   |  |  |         |   |   |   |     |   |   |
| <ul style="list-style-type: none"> <li>Raise pupils' aspiration through focusing on future career aims and pathways</li> <li>CR to ensure that assemblies are carefully planned and guest speakers are invited in a timely manner</li> <li>Trips are organised and vetted by Educational Visits Co-ordinator</li> <li>Children's University is introduced to all families and rewards system is in place to encourage participation</li> <li>Visit to "Kidzania" planned and implemented</li> <li>Inspirational people/role models promoted in classrooms and corridors</li> </ul> | Sept 2018 Onwards | Head of School<br>Jonathan Jay [JJ]<br><br>Deputy Head Teacher<br>Chloe Riley [CR] | <ul style="list-style-type: none"> <li>EEF research suggests that the relationship between aspiration and attainment is complex and has little positive impact on attainment</li> <li>Greater engagement of pupils with opportunities outside of their immediate local community</li> </ul>  | £15,000 |   | Trips for school year are in place<br><br>Role models and inspirational characters are evident in classrooms and corridors<br><br>External speakers have participated in assemblies<br><br>Children's University has and is actively being promoted |   |     |   |   |
| <b>6.3.2</b>   |                   |  |  |         |   |   |   |     |   |   |
| <ul style="list-style-type: none"> <li>Disadvantaged and vulnerable children and their families have access to wrap-around care throughout the year including school closure periods</li> <li>Disadvantaged children and their families are targeted for wrap-around support</li> <li>At least 50% of PPG children access after-school provision</li> </ul>  | Sept 2018 Onwards | Head of School<br>Jonathan Jay [JJ]<br><br>AHT<br>Ruth Brown [RB]                  | <ul style="list-style-type: none"> <li>EEF research suggests that Breakfast Clubs has the potential to boost RWM by 2-months over the academic year</li> <li>Sports participation has a positive impact [EEF – 2-month gain] – more when linked to a structured numeracy programme [EEF 10-months]</li> <li>Impact of Easter and Summer schools is evident in 2018 outcomes particularly for Year 6</li> </ul> | £28,000 | Targeted pupils are making accelerated progress | 50% of PPG pupils attend after school provision<br><br>Gaps in each year group are in line with Table 5   | Gaps are below that seen nationally and are in line with or exceed end of year targets<br><br>See Table 5 |     |   |   |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |                    |  |   |        |  |  |   |     |   |   |
|--|--------------------|--|---|--------|--|--|---|-----|---|---|
| Actions  | Timeframe          | Lead   | Success criteria  | Cost   | Milestone 1<br>End Autumn<br>[December<br>2018]        | Milestone 2<br>End Spring<br>[Easter 2019]                         | Milestone 3<br>End Summer<br>[July 2019]                        | RAG |   |   |
|  |                    |  |   |        |  |  |   | 1   | 2 | 3 |
| <b>6.3 WIDER APPROACHES INCLUDING EXTERNAL BARRIERS</b>  |                    |  |   |        |  |  |   |     |   |   |
| <ul style="list-style-type: none"> <li>Breakfast club for all PPG and other children is established</li> <li>Access to childcare after school is in place</li> <li>A comprehensive programme of school clubs is available after school and during the lunch hour</li> <li>Easter and Summer Schools are in place</li> </ul>  |                    |  | <ul style="list-style-type: none"> <li>Family and child questionnaires assess provision and ensure it is effective for parents/carers and their children</li> </ul>   |        |  |  |   |     |   |   |
| <p><b>6.3.3</b></p> <ul style="list-style-type: none"> <li>Forest school is established in the school grounds and is well resourced</li> <li>Forest school access is available to all EYFS and KS1 pupils</li> <li>Year 6 children attend a residential outdoor learning experience</li> <li>Teacher and TA training is completed by end of December 2018</li> <li>Equipment and resources are identified and purchased</li> </ul> | Spring Term 2019   | Deputy Head Teacher<br>Chloe Riley<br>[CR]   | <ul style="list-style-type: none"> <li>EEF research suggests that children who participate in adventure learning make four additional months progress</li> <li>Scrutiny of plans and children's feedback through questionnaires monitors impact</li> </ul>  | £4,000 | Targeted pupils are making accelerated progress        | Gaps in each year group for YR, Y1 and Y2 are in line with Table 5 | Reading age for PPG pupils in YR are +4 above chronological age |     |   |   |
| <p><b>6.3.4</b></p> <ul style="list-style-type: none"> <li>PPG pupils' attendance is monitored and discussed on a weekly basis and key individuals are targeted daily</li> <li>Attendance is a whole school priority – all staff play their part in raising its profile</li> </ul>   | Sept. 2018 onwards | Jonathan Jay<br>Head of School<br>[JJ]<br><br>Mrs A Jeavons<br>[Community Liaison Officer] | <ul style="list-style-type: none"> <li>Overall attendance improves to 97%</li> <li>PA overall reduces to ≤ 6%</li> <li>The overall gap between PPG and other pupils is ≤ 1%</li> <li>EEF – only 35% of pupils who miss between 10% - 20% of schooling achieve 5+ good passes at GCSE including Maths &amp; English</li> </ul> | £1,000 | 96.5% Overall; PPG = 95.5% PA ≤ 7% Overall PA ≤ 6% PPG | 96.8% Overall; PPG = 95.8% PA ≤ 6.5% Overall PA ≤ 5.5%             | 97% Overall; PPG = 96% PA ≤ 6% Overall PA ≤ 5%                  |     |   |   |





| 6. PUPIL PREMIUM PLAN [Including expenditure] 2018 - 2019  |              |                  |   |      |  |  |   |                |   |   |
|--|--------------|------------------|---|------|--|--|---|----------------|---|---|
| Actions  | Timeframe    | Lead             | Success criteria  | Cost | Milestone 1<br>End Autumn<br>[December<br>2018]  | Milestone 2<br>End Spring<br>[Easter 2019]   | Milestone 3<br>End Summer<br>[July 2019]  | RAG            |   |   |
|  |              |                  |   |      |  |  |   | 1              | 2 | 3 |
| <b>6.3 WIDER APPROACHES INCLUDING EXTERNAL BARRIERS</b>  |              |                  |   |      |  |  |   |                |   |   |
| <ul style="list-style-type: none"> <li>The educational experience provided by the school is such that PPG and other vulnerable pupils want to attend and feel safe</li> <li>Bexley EWO commissioned and effective for the most entrenched families</li> <li>An effective reward system is established for high levels of attendance</li> </ul> |              |                  |   |      |  |  |   |                |   |   |
| <p><b>6.3.5</b></p> <ul style="list-style-type: none"> <li>Nurture provision is in place to support disadvantaged and other pupils with special educational needs and behaviour difficulties</li> <li>Trust Pastoral Hub coach supports the development of highly effective nurture provision</li> </ul>                                       | October 2018 | Ruth Brown [AHT] | <ul style="list-style-type: none"> <li>Social and emotional problems are addressed as a result of high-quality provision, staff expertise and careful planning</li> <li>EEF – 4-months premium is achieved through appropriate nurture provision</li> <li>Boxhall profile demonstrates clear progress for these pupils</li> <li>Nurture group pupils are successfully reintegrated into mainstream or placed into appropriate external provision</li> </ul> | £0   | Individual nurture group pupils are making accelerated progress + 1-month premium on peers | Individual nurture group pupils are making at least + 2.5 months premium progress on peers | Nurture group pupils have achieved +4 months premium on peers<br><br>Nurture group pupils are reintegrated into mainstream or successfully placed into external resource provision. |                |   |   |
| <b>PROPOSED TOTAL EXPENDITURE 2018 - 2019</b>  |              |                  |   |      |  |  |   | <b>£48,000</b> |   |   |



