## Pupil premium strategy statement: St. Luke's Catholic Primary 2019/20

1. Summary information						
School	School St Luke's Catholic Primary School					
Academic Year	2019/20	Total PP budget	£50,040	Date of most recent PP Review	January 2020	
Total number of pupils	158	Number of pupils eligible for PP	34	Date for next internal review of this strategy	March 2020	

2. Current attainment (Based on ASP 2019)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving ARE or above in reading, writing & maths	27%	65%
% achieving higher standard in reading, writing & maths	0%	10%
% achieving ARE in reading	45%	73%
Average scaled score in reading	101	104
% achieving ARE in writing	36%	79%
% achieving ARE in mathematics	45%	79%
Average scaled score in mathematics	99	105
% Key stage 1 -2 progress in reading	0.4	0.3
% Key Stage 1-2 progress in writing	-3.4	0.3
% Key Stage 1-2 progress in maths	-0.9	0.4

3. B	arriers to future attainment (for pupils eligible for PP)							
In-sch	In-school barriers (issues to be addressed in school, such as poor oral language skills)							
Α.	Large number of SEND children within group of PPG children (18.5% s	school SEND)						
В.	High Mobility – many pupil premium children have started at St. Luke's as in year transfers							
C.	Small numbers of pupil premium children within individual classes- risk	s of being overlooked						
D.	Higher levels of speech and language difficulties							
E	xternal barriers (issues which also require action outside school, such as	s low attendance rates)						
E.	Social and emotional difficulties in some cases							
4.	Desired outcomes (Desired outcomes and how they will be measured)     Success criteria							
Α.	Higher prior attaining pupil premium children achieve highly against their age-related expectations.	HA PPG children (as identified in Sept by class teacher using data provided) will make more than expected progress and they will be working at greater depth in each year group by end of year.						
В.	Increase in progress (especially in Maths and writing) for PP pupils across the school	Maths and writing progress for pupil premium children will be in line with all pupils nationally.						
C.	Vulnerable children are identified early, so differences do not widen as they move through the school.	PPG children in EYFS achieve and make progress from the individual starting points in line with all pupils.						
D.	Vulnerable PPG children and families access required outside interventions for SEND or social/emotional/behavioural needs.	PPG children with SEND and/or social/emotional/behavioural needs progress in line with peers or better.						

5. Planned expenditure	
Academic year	2019/2020

i. Quality of te	aching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement ation?
PPG children achieve their age- related expectations, and progress in line with all pupils nationally.	<ul> <li>Strong Leadership and optimised deployment of staff.</li> <li>Quality First Teaching – whereby TAs do not replace the teacher, but enhance learning, and ensuring that teachers do not reduce their support or input to the pupils supported by TAs.</li> <li>Staff training to ensure Quality First Teaching</li> <li>PPG forming part of teacher appraisal where appropriate</li> </ul>	<ul> <li>Evidence/Research from: http://www.suttontrust.com/wp- content/uploads/2011/09/2teachers-impact-report-final.pdf</li> <li>This report states that: 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.</li> <li>Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'." The best leaders ensure that additional adult support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFE</li> </ul>	The children who are PPG will be targeted in lesson observations, book scrutinies, in- school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments. Pupil voice will be used to assess changes.	Executive Head Teacher SENDCo Head of School Inclusion Governor	Weekly monitoring Termly data checks

<ul> <li>day teach the needs learner, ra relying on interventi compensa teaching t than good</li> <li>Purchase quality ho resources</li> <li>Ensure lar curriculum environm</li> <li>Developm broad and curriculum</li> </ul>	hing meets is of each rather thanf version.pdffrThe Sutton Trust Toolkit states that:The Sutton Trust Toolkit states that:frOverall, research shows that students in a class with a teaching assistant present do not on average outperform those in one where only a teacher is present. This average finding covers a range of recorded impacts; in some cases teachers and teaching assistants have worked together effectively leading to increases in attainment, while in others pupils (particularly those who are lower attaining) have performed worse in classes with teaching assistants present compared to those without.Put teacher attaininganguage rich um and ment ment of ad balanced um to ensure tural capitalneut teacherneut teacher together together together together together togetherneut teacher together together together together together together together together together together together together together 	Achievement data frequently analysed to check whether interventions or techniques are working and made adjustments accordingly. Pupil progress meetings termly to identify children who are at risk to ensure timely and effective intervention	
---	--	--	--

<ul> <li>ac identified early in academic year and used to identify progress of all learners including PPG.</li> <li>High priority placed on early intervention with EYFS PPG pupils through increased adult direction.</li> <li>Phonics enrichment – resources bought and staff trained in RWI for new curriculum</li> <li>Interventions to focus on speech and language.</li> </ul>	The children who are PPG will be targeted in lesson observations, book scrutinies, in- school moderation and learning walks. We will see what barriers these children may have along with discussions with class teachers and parents and make sure that these are diminishing by the next round of assessments. Pupil progress meetings will identify children who are making less than good progress and effective intervention will be developed to ensure good progress for all learners including PPG children	Execu tive Head Teach er SEND Co Head of Scho ol EYFS Gover nor	Weekly monitoring Termly data checks
--	---	--	---

£3440.00 2 teachers 2 hours per week @ £80 per session x 43 weeks
£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks
New homework resources @ £252
Staff training – £1000
Reading Resources @ £750
Espresso: £1220.94
My Maths annual subscription: £265.00
Classroom resources: £1000

ii. Targeted support	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 implementati on?		
Pupils and families of disadvantaged pupils are supported with any learning/social/ behavioural needs.	Outside agencies involved in pupils' learning and progress and Family Support. TA to provide small group work for speech and language, emotional support, lego express, social stories etc. during afternoons New full time TA for pupil premium children with additional needs.	Research: https://educationendowmentfoundation.org.uk/resources/teachin g-learning-toolkit/social-and-emotional-learning/ On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). As a school we have found that addressing these needs have resulted in calmer, well-integrated pupils who are more able to access the curriculum.	Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. TAC/CAFs – full and detailed, looking at impact.	SEND Co Execu tive Head Teach er Head of Scho ol Inclus ion	Weekly monitoring Termly data checks TACs as and when necessary		

Ensure high achieving	Targeted booster	Research – small group tuition	The children who are	SEND	Half-termly
FSM/PP pupils continue	groups for higher	<ul> <li>Intensive tuition in small groups is very effective</li> </ul>	PPG will be targeted in	Со	
to make better than	achievers – class	Pupils are grouped according to specific level or need	lesson observations,	Execu	
expected progress in all	teacher led.	• Pupils' needs are accurately assessed and targeted.	book scrutinies, in-	tive	
subject areas			school moderation and	Head	
		Rationale evidence taken from:	learning walks. We will	Teach	
			see what barriers these	er	
	Purchase of reading	https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-	children may have along	Head	
	books including	z/one-to-one-tuition/ (Gains +5 months)	with discussions with	of	
	individual readers for		class teachers and	Scho	
	high achieving readers.	https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-	parents and make sure	ol	
		z/small-group-tuition/	that these are	Inclus	
	Purchase of Times		diminishing by the next	ion	
	Tables Rock Stars for	(Gains +4 months)	round of assessments.	Gover	
	HA achieving	https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-		nor	
	mathematicians.	z/collaborative-learning/ (Gain + 5 months)	Attainment to be		
			assessed on a half termly		
		https://www.gov.uk/government/uploads/system/uploads/attac	basis.		
		hment_data/file/413197/The_Pupil_Premium	Governors' Task and		
		How schools are spending the funding.pdf	Finish group to hold		
			school accountable for		
			PP progress and		
			achievement		

PPG children with SEND make accelerated progress from their starting points.	Targeted intervention groups (with the correct staff CPD and training): Lego Build to Express Emotional Literacy Dyspraxia/fine motor skills Cool Kids ELSA Speech and Language Education psychologist Beanstalk 1:1 reading tuition Precision teaching 1:1	<ul> <li>Research – small group tuition <ul> <li>Intensive tuition in small groups is very effective</li> <li>Pupils are grouped according to specific level or need</li> <li>Pupils' needs are accurately assessed and targeted.</li> </ul> </li> <li>Rationale evidence taken from: <ul> <li>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)</li> <li>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/ (Gains +4 months)</li> </ul> </li> </ul>	Specific monitoring of these pupils by the SENDCo. Case studies maintained. Clear progress tracked from their starting points. Governors' Task and Finish group to hold school accountable for PP progress and achievement	SEND Co Execu tive Head Teach er Head of Scho ol Inclus ion Gover nor	July 2019
---	--	---	--	---	-----------

within year 6 make good progress within the year and across the key stage, specially in mathematics         replace the teacher, but enhance learning, and ensuring that teachers do not reduce sepecially in mathematics         Cartent/uploads/2011/09/2teachers-impact-report-final.off but enhance learning, and ensuring that teachers do not reduce sepecially in mathematics         Execu humblesson observations, but enhance learning, and ensuring that teachers do not reduce sepecially support of input to the pupils support to the pupils support performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference performing teachers. In other words, for poup publis the difference teaching assistant.         Monitoring the work of additional dufters teachers the mine words, for poup publis the difference teaching or identified ability children.         Monitoring teachers the mine words, for poup sist of the pupils subport the mine words, for poup publis the difference teaching for identified children.         Monitoring teachers the mine words, for poup publis the difference the mine words of additional dufts the pupils subport the the work of additional adults. These schools ensure that the work of additional adults. These schools ensure that the work of additional adults is closely monitored and children mateumatics.         Kere teaching for identified children words, for poupils the difference pupils regroup according to poeffic level or need to pupils regroup according to poeffic level or need children words for thor parents ta	Ensure that the large group of PPG children	Quality first teaching – whereby TAs do not	Evidence/Research from: http://www.suttontrust.com/wp-	The children who are PPG will be targeted in	SEND Co	Half termly
progress within the year and across the key and across the key and stage, especially in mathematics and writing.use enhance learning, and ensuring that tackers do not reduc their support of input by TAsThe report states that: The effects of high-quality teaching of learning ver a school year, these pupils gion 1.5 years with hold fearning with very effective teachers, compared with 0.5 years with poor by TAsbook scrutines, in teachers these see what barriers these see what barriers these discussions with discussions with discussions with of and the pupils support by TAsThe poor states that: The effects of high-quality teaching of teachers and a book services and teaching assistant.book scrutines, in teachers and teaching assistant.the active teaching assistant.through lesson obsolve and teacher on a bad teacher is a whole year's learning teachers and teaching assistant.though lesson teaching assistant.through lesson teaching assistant.Use of precision teaching not infer by skilled end children.Deploying staff effetively "More successful schools identify the teaching adults and adults. These schools end and state assessed that the work of additional adults. These schools end and the assist daults. The school school was assessed and a hard teacher that the work of additional adults. These schools identify the by skilled and weil-trained additional adults. These schools end that the work of additional adults. These schools end that the work of additional adults. These schools end that the work of additional adults. The school school through lesson.through lesson teaching for adult that the work of additional adults. These schools end through lesson.through lesson teaching for adult 		-		-		Monitoring
and across the key and ensuring that takes are states. The effects of high-quality teaching are school moderation and the dook servations and their support of input to their support of input to their support of input to the pupils supports the support streat stream. The effects ex compared with 0.5 years' worth of learning warks. We will were a school year, these pupils goal 1.5 years' worth of learning warks. We will were a school year, these pupils goal 1.5 years' worth of learning warks. We will were a school year, these pupils goal 1.5 years' worth of learning. Targeted intervention for the pupils rung teachers: an other words, for poor pupils the different way have along with were a good teacher and a bad teacher is a whole year's learning. Targeted intervention for groups led by experienced and effective teachers and teaching asistant. The best leaders ensure that additional adults ways to us them. They are quick to sop to potential adults ways to us them. They are quick to sop to potential adults there schools ensure that additional adults. These schools ensure that additional adults. These schools ensure that additional adults. They are suck to sop to pertial adults and well-trained additional adults. These schools ensure that additional adults. They are quick to pupil area and such support to pupil area area supported by subjert additional adults. These schools ensure that additional adults. They are suck to social advicts area there and advices and pupil progress and achievement. Finish group to that the work of additional adults. The set addition advicts area supported intervention for PPG children who are and the support opsectific level or need advices advices and advicts area advices advices and advicts area advices advices and advicts area and support area advices advices and advicts area and support and advices area area to achieve advices advices and advicts area and support advices and advices area and support advices and advices area and support advices and advices area and support advices an		•				-
stage, specially in mathematics and writing. stage, specially in mathematics and writing. stage specially in to the pupils support of input by TAS Targeted intervention groups led by experienced and effective teachers and teaching assist. Booster groups for all ability children. Use of precision teaching and teaching assist. Booster groups for all ability children. Use of precision teaching assist. Booster groups for all ability children. Booster group children Booster group children. Booster group children. Booster group children. Booster group children. Booster group children. Booster group chi			This report states that: The effects of high-quality teaching are	,		-
mathematics and writing.their support of input to the pupils support of to the pupils support of trageted intervention groups led by experienced and effective teachers and teaching assistant.over a school year, these pupils gain 1.5 years' worth of learning usit with 0.5 years with poorly to the words for poor pupils the difference teaching assistant.er result of the words for protein to the word of additional adult support is of high quality. Every effort is not to sopt operational adult support is of high quality. Every effort is not to sopt operational adults. These schools ensure the work of additional adults. These schools ensure the work of additional adults. These schools ensure the work of additional adults is closely monitored and children.see ensure that additional adults. These schools ensure the work of additional adults is closely monitored and children.Termly pupil progress progress and to identify, plan and develop precise is and to identify, plan and develop precise stating art to rack progress from their stating art to rack progress from their stating point.er termly pupil progress progress from their stating point.it the support of nor the support of nor progress from their stating point.er termly pupil term mathematics.er termly pupil term mathematics.er result is closely monitored and the work of additional adults.see what barres these end to the support of nor progress and to identify, plan and develop precise is and to identify, plan and develop precise is aran	-	-				
writing.to the pupils supportedwith very effective teachers; compared with 0, payers with pool, performing teachers. In other words, for poor pupils the difference performing teachers. In other words, for poor pupils the difference performing teachers. In other words, for poor pupils the difference performing teachers. In other words, for poor pupils the difference targeted intervention groups led by experienced and effective teachers and bad teacher is a whole year's experienced and effective teachers and the pupil set difference teaching assistant.children may have along that these are or locus targeted intervention groups led by experienced and effective teachers and teaching assistant.Head of targeted intervention group feed by that these are supported diminishing by the next to could of assessments.Head of targeted intervention or or ound of assessments.Head of targeted intervention for ound of assessments.Booster groups for all ability children.Doploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and group their awn stages for the teachers and seupported by skilled and well-trained additional adults support is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and supported tacking assistant.Head dissessed and half termity basis.Use of precision teaching for identified thidren.Research - small group tuitionTermity pupil progress and achievement.Termity pupil progress progress and tacher pupil set grouped according to specific level or need progress and tachere view of additional adults i				0		
by TASperforming teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.with discussions with class teachers and marents and make sure that these are diminishing by the next round of assessments.of Scho lo liciusTargeted intervention groups led by experienced and effective teachers and teaching assistant.Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use 						
Targeted intervention groups led by experienced and effective teachers and teaching assistant.between a good teacher and a bad teacher is a whole year's learning.class teachers and parents and make sure that these are diminishing by the next round of assessments.Scho ol lincusBooster groups for all ability children.Delpoying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and "grow their own staff"."Attainment to be assessed on a half terminy basis.Use of precision teaching for identified children.by silled and well-trained additional adults. These schools ensure that at the work of additional adults is closely monitored and thoroughly evaluated. DFETermity pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PP progress and tachevement.Termity pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PP P children who are not making at least good progress from their starting point.Itermity blan add evelop precise intervention for PP of children who are not making at least good progress from their starting point.Nuchase of times tables rock stars to secure multiplication knowledge within mathematics.Research – small group tuition thrs://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/Iteration adults is closely nonitored and to specific level or need progress from their starting point.Scho elsen						
Targeted intervention groups led by experienced and effective teachers and teaching assistant. <i>learning.</i> parents and make sure that these are diminishing by the next round of assessments.ol Inclus ionBooster groups for all ability children.Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways tous pupil premium have access to the best teachers and adult support is of high quality children.Attainment to be assessed on a half termly basis.Use of precision teaching for identified children.by skilled and well-trained additional adults is closely monitored and thoroughly evaluated. DFETenest each additional adults is closely monitored and thoroughly evaluated. DFETermly pupil progress meetings used to track pupils needs are accurately assessed and targeted.Bought-in small group tuition for SATSResearch – small group tuition . Intensive tuition in small groups is very effective . Pupils in are grouped according to specific level or need . Pupils read group duction.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +5 months)Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PP 6 children who are not making at least good progress from their starting point.Https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/https://cloukition.org.uk/toolkit/toolkit-a- tork/toolkit/toolkit-a- tork/toolkit/toolkit-a- tork are from their starting point.						
groups led by experienced and effective teachers and teaching assistant.Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff."that these are diminishing by the next.inclus ionBooster groups for all ability children.Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff."Attainment to be assessed on a half termly basis. Governors' Task and Finish group to hold school accountable for PP progress and achievement.Use of precision teaching for identified children.Research - small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.Number Htps://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuitionHtps://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuitionHtps://educationendowmentfoundation.org.uk/toolkit/toolkit-a- training point.		Targeted intervention	-			
experienced and effective teachers and teaching assistant.Deloying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'."diminishing by the next round of assessments.ion Gover norBooster groups for all ability children.The best leaders ensure that additional adult support is of high pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEAttainment to be assessed on a half termly basis.Bought-in small group tuition for SATSResearch – small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils are grouped according to specific level or need • Pupils are grouped according to specific level or need • Pupils redes are accurately assessed and targeted.Termly pupil progress meetings used to track plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- taring point.ion						
effective teachers and teaching assistant.Deploying staff effectively "More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own stops for all ability children.round of assessments.Gover norBooster groups for all ability children.The best leaders ensure that additional adults upport is of high quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEAttainment to be assessed on a half termly basis.Bought-in small group tuition for SATSResearch – small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.Termly pupil pregress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-round of assessments.Gover assessed on a half termly basis.Gover nors' Task and pupil premis tables rock stars to secure multiplication knowledge within mathematics.Not secure multiplication mathematics.Termly pupil pregress methic work of additional adults is closely monitored and therough pregress and to identify, plan and develop precise intervention for PPG child						
teaching assistant.strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff."Attainment to be assessed on a half termly basis. Governors' Task and Finish group to thold school accountable for PP progress and achievement.Use of precision teaching for identified children.Research - small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need to secure multiplication knowledge within mathematics.Research - small group tuition • Intensive tuition in small group sis very effective • Pupils' needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their z/one-to-one-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/Termly pupil progress meetings used to track progress from their starting point.		•	<b>Deploying staff effectively</b> "More successful schools identify the		-	
Booster groups for all ability children.them. They are quick to spot potential and 'grow their own staff'." The best leaders ensure that additional adults upport is of high ability children.Attainment to be assessed on a half termly basis.Use of precision teaching for identified children.pupil premium have access to the best teachers and are support by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEGovernors' Task and Finish group to hold school accountable for PP progress and achievement.Bought-in small group tuition for SATSResearch – small group tuition • Intensive tuition in small groups is very effective • Pupils' needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/Termly pupil progress meetings used to track progress from their starting point.						
Booster groups for all ability children.The best leaders ensure that additional adult support is of high upil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEassessed on a half termly basis. Governors' Task and Finish group to hold school accountable for PP progress and achievement.Bought-in small group tuition for SATSResearch - small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils regrouped according to specific level or need • Pupils regrouped according to specific level or need • Pupils reducationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/assessed on a half termly basis. Governors' Task and Finish group to hold school accountable for PP progress and achievement.				Attainment to be		
ability children.quality. Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEbasis.Bought-in small group tuition for SATSResearch – small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils are grouped according to specific level or need • Pupils redes are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.Retionale evidence taken from: https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuitionTermly pupil progress meetings used to track progress from their starting point.		Booster groups for all				
Use of precision teaching for identified children.pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEGovernors' Task and Finish group to hold school accountable for PP progress and achievement.Bought-in small group tuition for SATSResearch - small group tuition . Intensive tuition in small groups is very effective . Pupils are grouped according to specific level or need . Pupils' needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/Governors' Task and Finish group to hold school accountable for PP progress and achievement.		• •		,		
Use of precision teaching for identified children.by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated. DFEFinish group to hold school accountable for PP progress and achievement.Bought-in small group tuition for SATSResearch - small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. • Pupils' needs are accurately asses		,				
teaching for identified children.that the work of additional adults is closely monitored and thoroughly evaluated. DFEschool accountable for PP progress and achievement.Bought-in small group tuition for SATSResearch - small group tuitionTermly pupil progress meetings used to track progress and to identify, plan and develop precise interview hor are not making at least good progress from their starting point.Purchase of times tables rock stars to secure multiplication knowledge within mathematics.Research - small group tuitionTermly pupil progress meetings used to track progress and to identify, plan and develop precise interview hor are not making at least good progress from their starting point.Https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/Termly pupil progress meetings used to track progress and to identify, plan and develop precise interview or and making at least good progress from their starting point.		Use of precision				
children.thoroughly evaluated. DFEPP progress and achievement.Bought-in small group tuition for SATSResearch - small group tuition • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils 'needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starling point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- istarling point.				<b>.</b> .		
Bought-in small group tuition for SATSResearch - small group tuition . Intensive tuition in small groups is very effective . Pupils are grouped according to specific level or need . Pupils are grouped according to specific level or need . Pupils 'needs are accurately assessed and targeted.Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not mathematics.Rationale evidence taken from: mathematics.Rationale evidence taken from: https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +5 months)Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-		-				
tuition for SATSResearch – small group tuitionTermly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.Rationale evidence taken from: mathematics.Rationale evidence taken from: https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit/toolkit-a- z/small-group-tuition/Termly pupil progress meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.						
Purchase of times tables rock stars to secure multiplication knowledge within mathematics.Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.Https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit/a-meetings used to track progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.		Bought-in small group				
<ul> <li>Intensive tuition in small groups is very effective</li> <li>Purchase of times tables rock stars to secure multiplication knowledge within mathematics.</li> <li>Pupils' needs are accurately assessed and targeted.</li> <li>Pupils' needs are accurately assessed and targeted.</li> <li>Rationale evidence taken from:</li> <li>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/</li> <li>(Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit/a-a- z/small-group-tuition/</li> </ul>		tuition for SATS	Research – small group tuition	Termly pupil progress		
Purchase of times tables rock stars to secure multiplication knowledge within mathematics.Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.Https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit/a- z/small-group-tuition/progress and to identify, plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.			<ul> <li>Intensive tuition in small groups is very effective</li> </ul>			
tables rock stars to secure multiplication knowledge within mathematics.• Pupils' needs are accurately assessed and targeted.plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +5 months)plan and develop precise intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- toolkit/toolkit-a- z/small-group-tuition/		Purchase of times	<ul> <li>Pupils are grouped according to specific level or need</li> </ul>	_		
secure multiplication knowledge within mathematics.Rationale evidence taken from:intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/one-to-one-tuition/ (Gains +5 months)intervention for PPG children who are not making at least good progress from their starting point.https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/intervention for PPG children who are not making at least good progress from their starting point.(Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/intervention for PPG children who are not making at least good progress from their starting point.		tables rock stars to	<ul> <li>Pupils' needs are accurately assessed and targeted.</li> </ul>			
mathematics.       https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/ (Gains +5 months)       making at least good progress from their starting point.         https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/small-group-tuition/       https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-t/small-group-tuition/       making at least good progress from their starting point.         (Gains +4 months)       https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-t/small-group-tuition/       making at least good progress from their starting point.		secure multiplication				
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-       progress from their         z/one-to-one-tuition/ (Gains +5 months)       starting point.         https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-       starting point.         (Gains +4 months)       https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-         https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-       intensity good		knowledge within	Rationale evidence taken from:	children who are not		
z/one-to-one-tuition/ (Gains +5 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-		mathematics.		making at least good		
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-			https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-			
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a- z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-			z/one-to-one-tuition/ (Gains +5 months)	starting point.		
z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-						
z/small-group-tuition/ (Gains +4 months) https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-			https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-			
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-						
https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-						
z/collaborative-learning/ (Gain + 5 months)						
			z/collaborative-learning/ (Gain + 5 months)			

	Total budgeted cost	£29,037.90
Costs of Outside Agencies/Family Support £tbc as academic year progresses.		
TA hours: £8.50 x 10 hours x 53 weeks = £4505		
New TA: £9814.15		
1 x Beanstalk Volunteer @ £540.00 per annum (as above)		
£1920.00 12 sessions – 2 teachers (£80 per session)		
£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks		
£5482.50 – TA 15 hours per week @ £8.50 ph x 43 weeks.		
HLTA hours: 5 x 1 hour per week £10.50 x 53 = £2782.50		
RWI Spelling on-line subscription: £324.00		
RWI Spelling Resources: £400		
Clicker 7: £2300		
Small Group Tuition: £80 per session x 10		
Times Table Rock Stars: £167.90		

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 impleme ntation?
To ensure that all children have equal access to school visits and access to all additional experiences to enhance the curriculum	To subsidise school visits/residential trips To provide additional enrichment visits/tuition, such as Music 2 the 4.	<ul> <li>Research – Outdoor adventure learning         <ul> <li>A wide range of adventure activities are linked with increased academic achievement</li> <li>Experiences of over a week tend to have a greater impact and tend to produce effects of a longer duration</li> </ul> </li> <li>The main effects tend to be on self-confidence, self-efficacy and motivation.</li> </ul>	Attendance of trips to be monitored SLT review of curriculum and evaluate success for these pupils.	School Business Manager Executive Head Teacher Head of School	After each trip

Increased attendance rates of those PPG children	EWO funding to target the pupils where attendance is an issue and support these families in raising their attendance.	Some of our PP eligible children find attending school or being on time for school hard. Attendance at school is crucial for these children to get the support that they need through quality first teaching and targeted interventions. Subsidised breakfast school places available for families who are struggling with attendance.	Attendance rates are monitored. Every half term there will be a check on the children who are on the PA list.	EWO School Business Manager Executive Head Teacher Head of School	Every fortnight
Arthog Trip: £258 per pup Other trips/visits/in-schor £750 Music programme f £900 music programme f Cost of rewards: £50 for e EWO support - £1000	ol visits by outside professi or KS1 and EYFS or year 4/5.	onals: £tbc as academic year progresses.	Total bud	geted cost	£3,474