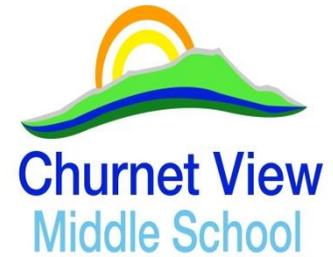


2017/2018 Review of PP/Catch Up Expenditure



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Key Target Areas for Academic Year 2018/2019 based on exit data and Key Stage 2 SATS analysis:

Year	Reading	Writing	Maths
6	FSM, PP/SEND, PP (BOYS AND GIRLS)	PP (BOYS AND GIRLS), PP/SEND	Girls PP, FSM
7	FSM, Boys PP, PP/SEND	PP/SEND	PP/SEND, Boys PP
8	FSM/Boys PP, SEND/PP	PP/SEND, Boys	Girls PP, PP/SEND

Positive Trends based on Year 6 SATS results 2018:

There have been improvements compared with last year in the following areas:

- PP Reading is the same as last year. However, Writing, GPS and the combined R/W and M score are up on 2017. Reading progress for PP pupils has improved slightly, which shows that the interventions put in place are having an impact in some ways on lower attainers. PP progress for reading improved whereas progress for non PP reading was less positive than the last academic year. This indicates more of a balance needs to be found between reading and writing.
- PP writing is now 11% off the national standard compared with 30% away from National in 2017. PP writing progress was -1.13 which is a huge improvement on -5.22 in the previous academic year. Low attainers had a positive progress score of 1.61, which is fantastic. **Those pupils with high overall attainment exceeded the national (99%) and achieved 100% in writing and GPS.**
- 5% has been added to the PP combined score from 2017
- The FSM group has improved from 2017 in Reading by 15.5%, Writing by 25% GPS by 21% and the combined measure by 4% The gap is also closing in this group when compared to national figures.
- In PP/SEND, the results are more mixed. Improvements have been made in GPS and Maths and the combined measure remains the same.
- The picture is positive for girls PP: Reading is up 10% on 2017 at 67%, Writing is up by 24% from 2017 at 81% which exceeds national figures, Girls PP GPS is also up on 2017 to 67%, which is an increase of 6%. Maths is up to 57% which is 5% up on 2017 and the combined measure is up to 52% which is an increase of 13%. All show the gap to national is closing.
- The majority of trends are positive for GPS: there is an 11% improvement in attainment on the previous year for PP pupils. A 21% improvement for FSM pupils. A 13% improvement for PP/SEND.

Areas that need improvement:

- Pupils with low and middle prior attainment must be targeted for Reading as these are the groups where less progress is being made. This is also the case for those achieving the higher standard in reading. The gap to national is too big between PP and national for those with overall middle and high attainment.

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- High previous attainers need some focus in writing as their progress was not in line with middle or low attainers. This indicates that more is needed with mastery and pupils who need pushing towards GD.
- The boys PP group has dipped this year after seeing a positive trend in the previous year. Except in GPS where there is an increase of 13% on 2017. Reading sees a 19% decrease and does writing with a 1% decrease. Maths results also dipped by 19% on 2017 which means the combined measure dipped by 13% for this group. (Please see breakdown for individual pupils below).
- The PP/SEND group for writing also dipped with 1% lower on 2017. The reading measure remained the same and so did the combined measure.
- FSM group dipped in Maths on 2017 by 6% and so did all PP pupils in Maths by 4%. In year transfers from previous settings where pupils did not arrive with adequate levels of support to match their needs can account for some of this dip in attainment. 4 x boys arrived at the end of year 5/in year 6 with significant barriers to learning. Some were close to PeX at their previous setting and removed from role to prevent this. See individual pupil commentaries.
- Additional checks need to be put in throughout the year to re-check that pupils, who have been deemed to meet the standard, still will by the end of the academic year. This has been highlighted by pupils such as AH and AL
- Middle and High overall attainers where achieving the higher standard is concerned should be targeted as the gap to national is too big. (HA-53(70%); MA-6(22%).
- Maths progress measures have also dipped for PP. Low and Middle previous attainers are not achieving close enough to the national standard in terms of attainment where the expected or higher standard is concerned.
- More of a focus needs placing on the starting points of the pupils as an indicator of their capabilities (even if that seems inflated). This is so that staff are more aware of the progress pupils should be making and whether or not additional barriers to learning are happening for pupils who has a negative impact on both attainment and progress.
- The percentage of PP pupils achieving the higher standard in R,W and M is 0%, which means that there needs to be a greater focus on mastery.
- The average scaled score of PP eligible pupils is 98 for maths and reading, which needs improvement in line with national figures.

Year Group	Group		Commentary/ Steps for Academic Year 2017 2018.
			<p>This cohort only attained 30% in the Reading, Writing and Maths combined Measure at Key Stage 2.</p> <p>Only 16% of PP pupils made the combined measure for this cohort.</p>
Year 8	PP	Non PP	
English - Reading	CV flightpath percentage at or above ARE = 76% (Autumn 2017 = 74%)	CV flightpath percentage at or above ARE = 87% (Autumn 2017 = 83%)	<p>This was the year group who completed their SATs in our first Academic Year as SLT. Only 27% of PP pupils made the end of Key Stage 2 standard. Therefore, 76% is significant progress against their Key Stage 2 Starting Point.</p> <p>There is an 11% gap between PP and Non PP which needs closing next year. The new Head of Department has replaced and is replacing the schemes of work on a rolling programme so that they are completely in line with the AQA specification used at Leek High School. Assessments have changed to reflect the skills that pupils will need to focus on before they get to the high school.</p> <p>Interventions will be led by the new HOD for Key Stage 3 English who has significant High School and GCSE exam marking experience. Classes have</p>

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			been moved to mix
English – Writing	CV flightpath percentage at or above ARE = 79% (Autumn 2017 = 60%)	CV flightpath percentage at or above ARE = 86% (Autumn 2017 = 78%)	<p>52% of PP pupils made the Key Stage 2 Writing standard. Therefore, it is a positive trend to end the year with 79% at ARE.</p> <p>There is a gap of 7% between PP and Non PP. The Key Stage 3 classes are now in mixed ability sets. This means that the vulnerable and PP pupils are divided between the classes. Therefore, staff will be delivering QFT through more differentiation. The focus has previously been on raising the attainment of PP pupils. However, we are now in the position where we have a more realistic gap between PP and Non PP pupils to close.</p>
Maths	CV flightpath percentage at or above ARE = 70% (Autumn 2017 = 48%)	CV flightpath percentage at or above ARE = 69% (Autumn 2017 = 53%)	<p>27% of pupils made the Maths standard in their Key Stage 2 SATS. Therefore, from a starting point of 48% at the beginning of Year 8, to 70% at ARE by the end of Year 8 is a very positive trend.</p> <p>The number of PP pupils are ARE in Maths at the end of the year, is 1% higher than that of non-PP pupils. This is a huge achievement and reflects the number of interventions put in place for pupils and the QFT being delivered. It is also due to the close partnership with the HOD at the high school to ensure that the Key Stage 3 curriculum is delivered to prepare the pupils for the demands of GCSE. PP pupils made more progress against ARE throughout the academic year than non PP pupils did: 22% compared with 16% improvement of non-pp pupils.</p>
Year 7	PP	Non PP	<p>For this year group, the R,W and M combined measure was</p> <p>45% for all pupils</p> <p>33% for Non PP- this is still a way off the national figure for Non PP pupils- 67%. However, this is an improvement of 17%.</p>
English - Reading	CV flightpath percentage at or above ARE = 81% (Autumn 2017 = 80%)	CV flightpath percentage at or above ARE = 84% (Autumn 2017 = 82%)	54% of PP pupils made ARE in reading in their Key Stage 2 exams. This is an improvement of 27% in one academic year. With this starting point, it means that this year group should exceed expectations by the end of

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			year 8. As there are already 5% more pupils at ARE than the previous cohort.
English – Writing	CV flightpath percentage at or above ARE = 73% (Autumn 2017 = 68%)	CV flightpath percentage at or above ARE = 78% (Autumn 2017 = 67%)	46% of pupils made ARE in writing in their End of Key Stage examinations. This is an increase of 27% in one academic year. They are also only 5% off Non PP pupils; therefore the gap is closing.
Maths	CV flightpath percentage at or above ARE =82 % (FSM) (Autumn 2017 = %)	CV flightpath percentage at or above ARE = % (Autumn 2017 = 88%)	Awaiting PP data. However, the FSM EOY % shows that 82% of pupils achieved ARE in maths by the end of Year 7. Only 6% of FSM pupils made ARE in the end of Key Stage 2 exams. This highlights that significant progress has been made post SATs with these pupils to continue to get them to the standard they should be.
Year 6 (Current Year 7)	PP	Non PP	58% of all pupils made the R, W and Maths combined measure in this cohort. 38% of PP pupils also made the combined measure, which is an 5% increase on the last academic year. Although this demonstrates progress, there is more work to be done on moving PP pupils closer to the national standard.
English - Reading	CV flightpath percentage at or above ARE = 59% (Autumn 2017 = 59%)	CV flightpath percentage at or above ARE = 90% (Autumn 2017 = 57%)	53% of PP pupils made the standard in the Reading Measure at the end of Key Stage 2. This is on a par with the previous year's results. This is due to an increased focus on writing and GPS (which is reflected in those scores.) However, considerable work now needs to be done to balance the focus between reading and writing throughout the academic year in year 6 and beyond. There will be more focus on guided reading and practising exam questions under time pressure in lessons and during Power Learning Sessions.
English – Writing	CV flightpath percentage at or above ARE =64 % (Autumn 2017 = 25%)	CV flightpath percentage at or above ARE = 70% (Autumn 2017 = 68%)	There was a 39% increase with the number of pupils at ARE according to the flightpaths at the end of the academic year. The SATS results for writing placed PP pupils at 65%, which is a 19% increase on the previous year. There were very targeted interventions and additional intervention sessions put in place for the year 6 pupils. This was led by an increased number of mock exams and moderation sessions of work to establish

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			<p>which pupils needed additional support. This practice will begin even earlier during the 2018/2019 academic year as the mock results and moderation will contribute to the decisions about which pupils would benefit the most from interventions.</p> <p>There is a 6% gap between PP and non PP pupils; however, PP pupils had a lower starting point at the beginning of the year and so made more progress against ARE.</p> <p>FSM pupils achieve 67% in their end of Key Stage 2 writing assessment which is a 25% increase on the previous year. This group is a key concern within the school and therefore this is a very positive move forward.</p>
<p>Maths</p>	<p>CV flightpath percentage at or above ARE = 62% (Autumn 2017 = 53%)</p>	<p>CV flightpath percentage at or above ARE = 77% (Autumn 2017 = 63%)</p>	<p>There was a 4% decrease in the Maths end of Key Stage 2 SATS for PP boys against the previous academic year. This can mainly be attributed to a group of PP boys where the results dipped by 19%. There was a series (4) of in year transfers from another setting where pupils who were causing behavioural difficulties applied to be in our setting to avoid permanent exclusion. These pupils should have been on a managed move across to us. However, they came through admissions and not all of them had the appropriate levels of support. External agencies are involved with all of the families and one of the pupils accounted for a large amount of behaviour stage 3s and 4s during the academic year. An EHCP application has now been completed for one and he has moved up to a higher group in his year 7 maths. Other support and strategies are being used to manage the other pupils. RM, the Head of Maths, grouped all of the PP boys together and so the progress measure for PP boys in Maths was -4.04. Although this was down from -3.6 in the previous academic year, I feel as though the gap would have been much bigger had she not had all of these boys together to deliver QFT and manage their behaviour. For them, how they performed on the day of their SATS, would have been dependent on their week at home and their emotional state of mind. Particularly one of the boys who has bordered on being a school refuser due to social and emotional issues stemming from the loss of a parent.</p> <p>Moving forward, the PP pupils will not be grouped together for maths. The maths team each have their own slots for interventions so that, where possible, they can deliver interventions to the pupils they teach. Therefore,</p>

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			<p>this should hone the system so that the teachers do not have to feedback to a third party member of staff about the areas the pupil needs to work on. Instead, they will be aware through assessment and lessons and can target areas for improvement more efficiently.</p>
Year 5	PP	Non PP	
English - Reading	CV flightpath percentage at or above ARE = 24% (Autumn 2017 = 15%)	CV flightpath percentage at or above ARE = 55% (Autumn 2017 = 47%)	<p>There was a 9% improvement in pupils meeting ARE by the end of year. However, the gap between PP and Non PP is too wide. Targeted interventions, more challenging texts and early identification of pupils who were not yet meeting the standard happened with this cohort in year. There was considerable disruption to the year group due to staff absence. This was stabilised towards the end of the academic year due to a HLTA member of staff taking over in the year 5 team for one of the classes. This added consistency. Moving forward, interventions have been targeted to those pupils who need it the most at the start of the current academic year. An appointment of a separate specialist Head of Key Stage 2 English will see changes in approaches to reading and writing with more of a balanced focus between the two. An additional member of staff is also being used to provide time for the year 6 team to have additional intervention sessions with pupils in their own teaching groups so that they can target their areas for improvement more efficiently.</p>
English – Writing	CV flightpath percentage at or above ARE = 3% (Autumn 2017 = 0%)	CV flightpath percentage at or above ARE = 11% (Autumn 2017 = 6%)	<p>This is the biggest area for improvement. However, the Autumn 1 flightpaths for Writing in the current year 6 should indicate that this cohort are making more progress. The gap is too big (9%) between PP and Non PP. However, intervention groups have been created to target writing skills. Additional time has also been built in to registration time for Free writing to encourage the more reluctant writers to develop their skills, interest in writing and confidence.</p>
Maths	CV flightpath percentage at or above ARE = 17% (Autumn 2017 = 10%)	CV flightpath percentage at or above ARE = 48% (Autumn 2017 = 27%)	<p>7% improvement was made of pupils at ARE from the start of the academic year. However, a gap of 31% between PP and Non PP needs to close. A re-evaluation of the maths flightpaths is underway to ensure that all pupils have an appropriate and aspirational level of challenge. This also serves to ensure that staff are not under-estimating a pupils capability. There is more of a focus on Key Stage 1 scores in Maths as a</p>

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			<p>starting point. Although, traditionally, these have seemed quite high, the HOD maths is now aware that this is a good indication of progress and so if pupils have achieved the standard or above at Key Stage 1, they must not be allowed to fall back as they move through Key Stage 2.</p> <p>An additional member of staff has been placed in to the maths team to allow the school to provide smaller groups and build in more room for interventions.</p>
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1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria	Evaluation/Estimated Impact	Action Needed 2018/19/ Lessons Learned
<p>Continue to improve attainment and progress outcomes for PP eligible children (with a view to reaching National Standards in attainment measures) with strategies that improve QFT and raise staff, pupil and parental expectations.</p>	<p>Pupils eligible for PP make more rapid progress in Key Stage 2 so that they meet age related expectations and make the expected levels of progress in line with National figures.</p> <p>Effective and accurate use of the new in school tracking system to identify pupils who are performing below the expected standard and target them for QFT and interventions. Interventions will then be more targeted according to need.</p>	<p>Although results for PP pupils did not reach National Standards, they moved closer to the national standard. This is particularly the case for the GPS and writing measures. There has also been a slight improvement on the Reading Key Stage 2 progress measure.</p> <p>Huge achievements were made with the year 8 cohort as Only 27% of PP pupils made the end of Key Stage 2 standard when this year group were in year 6. However, 76% of PP pupils left having met ARE in reading. Therefore, 76% is significant progress against their Key Stage 2 Starting Point. 78% left achieving ARE in writing and 69% achieving ARE in</p>	<p>A more balanced approach to all aspects of English where PP pupils are concerned in Interventions and through QFT provisions.</p> <p>Further liaison between the Head of Maths at the high school and the HOD at Churnet View to ensure that the work at Key Stage 3 is challenging and delivered to the standard that will move the pupils to ARE.</p> <p>Further interventions to be put in place with the HOD at the high school</p>

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	<p>(Academic, behavioural/restorative, Growth Mindset or social and emotional interventions).</p> <p>Year 8 exit data shows that Key Stage 3 pupils are working at age related expectations and are 'high school ready'.</p> <p>Progress and attainment measured in all year groups through a blend of assessments which include: teacher assessments, STAR reading, GL assessments and successful moderation-in school and with other schools).</p> <p>Pupils receiving more quality feedback from a wider range of staff with evidence of coaching from form tutors after key assessment points.</p>	<p>Maths.</p> <p>Across the other year groups, although there still remains a gap between PP and Non PP in terms of attainment, the gap is closing. The Year 8 exit data shows that 1% more of PP pupils achieved ARE than Non PP pupils, which shows that interventions and target support, together with raising the profile of PP pupils is working.</p> <p>The Year 7 data (current year 8, highlights that as a school, we are still continuing to make progress post SATs. In fact, the progress is more rapid. In reading and writing, 27% more of PP pupils achieved the standard compared with in their Key Stage 2 SATS. In Maths only 6% of FSM pupils made the standard in year 6. However, by the end of Year 7, the FSM group achieved 82% at or above ARE.</p> <p>There was an increase in Year of 5% of PP pupils achieving the R, W and Maths combined measure. Although this is an achievement, this is still not the NS.</p>	<p>and subject staff to deliver their own interventions so that they can target areas for improvement more efficiently. Maths classes at Key Stage 3 have also been grouped so that there is an element of mixed ability and the PP pupils are distributed. However, they are also grouped according to whether they need to access the higher content or not in preparation for the higher tier GCSE paper. This then means that the other groups can focus on the basic skills which will support them in achieving a higher level pass on the foundation GCSE tier. Those pupils who did not make the standard or for some reason were deemed to have barriers that prevented them when they otherwise would have passed, have been grouped together to receive a blend of basic skills and some of the higher content. This is so their potential is not capped and they still have the opportunity to go on to study for the higher tier paper when they move to the high school. A smaller group has been created with some of the Year 7 catch up funding to provide a smaller, more nurturing environment for the year 7 pupils so that they can be targeted for more support and master the skills necessary.</p> <p>Earlier identification needs to be made by HODS of the pupils who could achieve all three of the measures. This would ensure that no pupil falls through a gap and that all of the pupils, who need to access additional support, do so. This will be done through an increase in the number of mock examinations and an increase in the amount of moderation for writing. The mock SATS data will be used by the HODs to inform interventions along with teacher assessment and a cross reference with barriers to learning.</p>
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		<p>There was a 4% decrease in the Maths end of Key Stage 2 SATS for PP boys against the previous academic year. This can mainly be attributed to a group of PP boys where the results dipped by 19%. There was a series (4) of in year transfers from another setting where pupils who were causing behavioural difficulties applied to be in our setting to avoid permanent exclusion. The Head of Maths, grouped all of the PP boys together and so the progress measure for PP boys in Maths was -4.04. Although this was down from -3.6 in the previous academic year, the gap would have been much bigger had she not had all of these boys together to deliver QFT and manage their behaviour.</p> <p><u>*Please also see: Positive Trends based on Year 6</u></p>	<p>Focus and time spent on the STAR reading tests will be removed due to the conflict we believe it is creating with the pupils approach to exams. Due to the multiple choice nature of the STAR reading tests and different wording of the questions, we feel that it is confusing some of the pupils and they are therefore not accessing the SATS questions as well. Assessments in lessons will be more regularly against timed conditions and will reflect the structure and organisation of the questions that appear in the examinations. This will not only support the pupils academically, it will also allow them to mentally and emotionally be better prepared for the examinations as they will know what to expect and have practise of working under timed conditions.</p> <p>Moving forward, the PP pupils will not be grouped together for maths. The maths team each have their own slots for interventions so that, where possible, they can deliver interventions to the pupils they teach. Therefore, this should hone the system so that the teachers do not have to feedback to a third party member of staff about the areas the pupil needs to work on. Instead, they will be aware through assessment and lessons and can target areas for improvement more efficiently.</p> <p>PP funding is also to be used for Inclusion support, therapeutics and Attendance support to ensure that as a school we can work around the pupils to identify and tackle any barriers that they face.</p> <p>To continue to organise and deliver the content used in Intervention sessions with the current Growth Mindset Approach. There will be more of a focus on staff highlighting particular groups of pupils in their analysis so that they can ensure they are targeted through QFT and Interventions. These groups are referenced at the table at the beginning</p>
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		<p>SATS results 2018:</p> <p>and Areas that need improvement:</p> <p>In the table at the beginning of this document. One of the key achievements is that previous overall low attainers achieved 1% above the National Standard in Writing and GPS.</p>	<p>of the document and they are the following:</p> <p>Pupils with low and middle prior attainment must be targeted for Reading as these are the groups where less progress is being made. This is also the case for those achieving the higher standard in reading. The gap to national is too big between PP and national for those with overall middle and high attainment.</p> <p>High previous attainers need some focus in writing as their progress was not in line with middle or low attainers. This indicates that more is needed with mastery and pupils who need pushing towards GD. The use of DIN/Success Criteria Grids will ensure that staff are targeting the key skills pupils need to master an area. Work will also be done with staff on Mastery and the various techniques that can be used within the classroom to ensure that this happens. Meta-cognition will be a focus of staff training.</p> <p>The boys PP group has dipped this year after seeing a positive trend in the previous year. Except in GPS where there is an increase of 13% on 2017. Reading sees a 19% decrease and does writing with a 1% decrease. Maths results also dipped by 19% on 2017 which means the combined measure dipped by 13% for this group. (Please see breakdown for individual pupils below).</p> <p>The PP/SEND group for writing also dipped with 1% lower on 2017. The reading measure remained the same and so did the combined measure.</p> <p>FSM group dipped in Maths on 2017 by 6% and so did all PP pupils in Maths by 4%. In year transfers from previous settings where pupils did not arrive with adequate levels of support to match their needs can account for some of this dip in attainment. 4 x boys arrived at the end of year 5/in year 6 with significant barriers to learning. Some were close to PeX at their previous setting and removed from role to prevent this. See</p>
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			<p>individual pupil commentaries.</p> <p>Additional checks need to be put in throughout the year to re-check that pupils, who have been deemed to meet the standard, still will by the end of the academic year. This has been highlighted by pupils such as AH and AL</p> <p>Middle and High overall attainers where achieving the higher standard is concerned should be targeted as the gap to national is too big. (HA-53(70%); MA-6(22%).</p> <p>Maths progress measures have also dipped for PP. Low and Middle previous attainers are not achieving close enough to the national standard in terms of attainment where the expected or higher standard is concerned.</p> <p>More of a focus needs placing on the starting points of the pupils as an indicator of their capabilities (even if that seems inflated). This is so that staff are more aware of the progress pupils should be making and whether or not additional barriers to learning are happening for pupils who has a negative impact on both attainment and progress. This will continue to be our approach in line with the work that we have done on the RADY project and Challenging Education. The aim throughout the academic year will be to strengthen the link between PP and teaching. Sir Kevan Collins CEO of the EEF cites that High Quality First Teaching is the most powerful driver. The Sutton Trust states that there can be 1.5 years of progress added because of high quality teaching. Therefore, English classes will be changed to mixed ability. Every lesson should be aimed to be planned with the highest attainment grade in mind. Therefore, ALL students have access to the same level of work. In class intervention through differentiation and scaffolding is key.</p> <p>In year 6, additional support will be given to tutor time so that class teachers can target the areas for improvement of members of their own class.</p> <p>There will also be monitoring of what teachers are doing in terms of in-</p>
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			<p>class intervention.</p> <p>Time will also be spent on question level analysis of previous SATS cohorts so that areas for improvement/gaps in teaching can be identified.</p> <p>Form tutors will also continue to work on Assertive Mentoring. There will be set time built in to form tutor time for this to occur so that pupils can identify any barriers to learning they may have and tutors have the opportunity to have an informal conversation with the pupils about their achievements and areas for improvement so far. It is also an opportunity for pupils to go through their termly reports with a member of staff and clarify any misconceptions or misunderstandings.</p> <p>There will be a removal of the dependency on STAR reading with more of a focus on making designated reading time more purposeful. This will involve guided reading sessions. (Training for staff will be provided for this). There will also be use of a whole-class reader during the period 4 sessions.</p> <p>Intervention Focus</p> <p>Based on Spring/Summer data from 2017/18, pupils who are border-line to achieve ARE in Maths and English will be targeted for intervention first. Then additional pupils who are border-line to achieve the standard in maths and English will be targeted. Achieving ARE will be targeted in the first instance.</p> <p>Form tutors will complete the PP profiler in the first two weeks with pupils to update any barriers to learning.</p> <p>Focus on inference in Interventions and lessons. More opportunities for cross-curricular writing will be built in to lessons.</p> <p>There will be more of a balanced focus between reading and writing in the sessions and staff will also work on exam technique.</p> <p>Intervention staff to be guided by HOD/HOY and RJ and look at a blend of data (including mock SATS data, End of Year Data and Key Stage 1 data) together with feedback from staff to inform the areas they need</p>
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			<p>to focus on with pupils. Some of the sessions to begin with Growth Mindset ideas. As well as some exam techniques.</p> <p>SK to organise for higher ability key stage 3 readers to go into form groups as peer mentors 2 x per week to support staff with less able readers.</p>
<p>To continue to achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families, if necessary. The school target for attendance is 96%.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance of this group of pupils to improve from 94.17% to 96%.</p> <p>More pupils/families engage successfully with the school/ external agencies where appropriate.</p> <p>Streamline communication with LST/EWW/ Attend EDC and the school to support families with achieving excellent attendance.</p>	<p>Whole school PP: 92.6%</p> <p>With the removal of key pupils who had particularly low % attendance, the whole school figure was 95%</p> <p>This figure was with 3 pupils being removed.</p>	<p>The school has now been allocated a consistent worker from Attend EDC who has a background of working with LST and agencies. This will support the school foster/encourage stronger links with families.</p> <p>A more specific focus on the key groups. Particularly: PP, FSM and persistent absences. Groups now identified in SIMs.</p> <p>A heightened focus on attendance from the HOY and form tutors.</p> <p>Embed the systems in place and continue to reinforce the importance of positive attendance.</p> <p>Continue to update case studies for key pupils.</p> <p>To continue to put early intervention in place so that pupils do not become PAs in the first place.</p> <p>The introduction of the new fixed penalty notices across the schools in the MAT. If a pupil has been absent due to holiday for 5 days or more in any one academic year. This is to raise the awareness with parents that it is not acceptable to take pupils out of school during school time for holidays.</p> <p>Introduction of a Child Friendly Attendance policy that pupils and parents will have access to. Please also see the Attendance Action Plan for this Academic Year.</p>

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		<p>through some strategies with Mrs Knott and Mr Edwards. These pupils will use the room as a temporary time-out and then go back in to lessons to continue with their work.</p> <p>There was a higher number of year 6 pupils who accessed the room and a spike was seen around mock exams and the build up to the SATs. The school therefore introduced a well-being evening for parents, planned a Keeping Yourself Safe Breakout day and had outside agencies in to talk to pupils about stress management.</p>	<p>This has highlighted the need for the social and emotional provision in school. In the Spring term, the school will seek to extend this provision to ensure its consistency. Behaviour Hotspots are already having a positive impact on lessons and pupils.</p>
<p>Increase parental engagement for those families eligible for PP.</p>	<p>Increased number of PP eligible families in attendance at parent and information evenings.</p> <p>Introduction of a Parent Council to: open up a forum for parents to voice opinions and support with creating parent friendly policies and to hone the lines of communication between the school and parents.</p>	<p>Parental attendance at parents evening/sessions continued to be positive although slightly down on the previous academic year.</p>	<p>Pastoral and admin staff will continue to target parents to ensure that information is communicated to them in adequate time and repeatedly. Pastoral staff will also arrange alternatives for parents if they are unable to make the set dates.</p> <p>Communication to parents via subject staff and form tutors will continue to be heightened and encouraged. The school is now using an APP so that communication with parents is more efficient. The new school website will also have more features for parents to access.</p> <p>The rewards events were completely overhauled in the last academic year in a bid to award more pupils for their positive achievements. These were held along with praise assemblies in each term. Therefore, providing the school with more opportunities for positive feedback. The use of weekly certificates for exceptional 1s and celebrating this on the school Newsletter has received positive feedback and so will continue in the next academic year.</p> <p>Book fayres at parents evening and sessions post-Christmas which will include parents and pupils completing reading activities together will be organised.</p>
<p>Develop all pupils' (and therefore PP eligible pupils') interest and</p>	<p>Continue with the development of the school farm and embedding it in the</p>	<p>The farm is regularly accessed by our pupils who have an interest in that area and it allows us to provide pupils with responsibilities. This has served to</p>	<p>Enrichment trips-to the library and the theatre to watch a Shakespeare performance. Key pupils will be targeted for this.</p>

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<p>engagement with the National Curriculum and the School Curriculum.</p>	<p>school curriculum and pastoral provision.</p> <p>Pupils engaging with enrichment activities and trips, particularly more challenging physical activities before, during and after school.</p> <p>To offer a wider range of physical activities for all ages of pupils in school.</p> <p>Development of key learning spaces for pupils, including key fitness areas to support healthy lifestyles and encourage resilience and perseverance.</p> <p>Links made with staff CPD.</p>	<p>engage pupils and generate more interest in the farm. It has also been accessed for therapeutic purposes by schools who are members of the primary DIP.</p> <p>Use of Success Criteria and DINs is a big focus to ensure that lessons are targeting key skills.</p> <p>The fitness suite has been developed so that more pupils can access the facility at a younger age. A pupil run club now operates at lunchtime and Key Stage 2 as well as Key Stage 3 pupils can now access it for nurture purposes.</p> <p>Money has been accessed for Yoga sessions as a part of pupil well-being. This is particularly important in the lead up to SATS examinations for Year 6 pupils.</p>	<p>Engage as many pupils as possible with BBC School report.</p> <p>Use of some PP expenditure for CGP resources to support with the preparation for SATS. Continue with subscriptions such as Twinkle and the Spelling Shed to support QFT. Extend the Spelling Shed to Key Stage 3.</p> <p>This is due to be developed further throughout the next academic year in order to heighten the use of it.</p> <p>To repeat these provisions and include them in end of year activities as part of rewards and pupil well-being.</p> <p>There will be a continuation of the school's extra-curriculum provision with more activities occurring before, during and after school than previously.</p>
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