

# St. Edmund's Roman Catholic Primary School

## Pupil Premium Strategy 2018-2019



Number of pupils on roll	211 (R-Y6) Oct 2018
Number of pupils eligible	98
% of pupils eligible	46%
Total PP received	£132,300

### Identified barriers to educational achievement

St. Edmund's RCPS has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance & punctuality
- Access to language – especially from a lack of exposure to books
- The development of early reading skills
- Ability & stamina to write at the age related expectation
- Access to extra -curricular activities – Enriching experiences such as educational visits, music tuition
- Communication – a lack of quality social communication with adults and peers
- Emotional well-being -pupils with specific social and emotional needs which affect their learning
- Lack of resilience and self-esteem
- Access to a sufficient, healthy breakfast and mid-morning snack
- Support for learning at home
- Access to specialist tuition for Gifted & Talented pupils
- Arriving & leaving school safely

### Rationale for expenditure

*Due to effective allocation of pupil premium funding over the last few years, outcomes for this group of pupils has been in line with other pupils nationally. They have performed consistently well, making very good progress, particularly by the time they leave our school. Therefore it is important that the work done so far, continues. Leaders have identified specific barriers for this group of pupils which hinder their academic progress as well as their personal development. Our planned strategy for 2018-19 aims to break down these barriers so that these pupils have the opportunity to make the same progress as other children.*

## Key expenditure- how the allocation will be spent

Area of spend	Focus	Total allocation
Sustaining TA support in classes	Outcomes of pupils Accelerate progress in English and Maths	£90,000
CARITAS social worker - 2.5 days per week	To improve the emotional well-being of pupils	£23,500
Homework club 3 evenings per week 6 x TAs	Outcomes of pupils Accelerate progress in English and Maths Supporting pupils with independent learning Creating good habits for life	£16,500
Subsidise & provide a healthy mid-morning snack Cost of catering staff to prepare and serve	Maintain & improve attendance levels, Improve levels of persistence absence for identified PP pupils	£12,500
Educational visits including residential trips to Wales	Enhance & enrich life experiences Teaching and Learning – all subjects	£10,000
Specialist music tuition 1 x teacher specialising in different instruments Access & participation in local & national music festivals	Enrich learning Improve outcomes of pupils Teaching and Learning – music	£8500
Subsidise Breakfast club 5 mornings per week 6 x TAs	To improve attendance & punctuality To provide a healthy breakfast so pupils are school ready	£9500
English consultant x 15 days	Outcomes of pupils in reading and writing CPD for teachers	£8250
SLA for Educational Psychologist	Personal Development, Behaviour and Welfare Outcomes of pupils Teaching and Learning – all subjects	£7000
Sustaining crossing patrol outside school	Ensure pupils and parents are safe in the vicinity of school	£6000
Purchase of Maths and English homework schemes	Outcomes of pupils Teaching and Learning - English and Maths Supporting pupils with independent learning Creating good habits for life	£4500
Phonics programme – Read/Write Inc	Outcomes of pupils in phonics screening CPD of staff	£3000
‘My Happy Minds’ resource	PSHE	£1760
Attendance resources	Maintain attendance levels with motivational prizes & rewards	£1500
‘Debate Mate’	Improve communication & interpersonal skills Understand British values	£1250
Rights Respecting School	Pupils are well prepared for life in modern Britain	£2000
Mathletics	Online learning Improved outcomes in maths	£760
	<b>Total PPG received</b>	£132,300
	<b>Total expenditure</b>	£205,760
	<b>PPG remaining</b>	-£73,460.00

Area of spend	Intended Outcomes	Actions	Impact
Sustaining TA support in classes	<ul style="list-style-type: none"> <li>• Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>• Accelerated progress in Reading, Writing, Maths and GPS for PP pupils</li> <li>• PP pupils receive a personalised learning programme to meet their needs and enables them to access all areas of the curriculum because of the support they receive in class</li> <li>• PP pupils are confident and engaged in learning and feel appropriately challenged in lessons</li> <li>• PP pupils are aware of their targets in Reading, Writing, Maths and GPS and know their next steps</li> <li>• PP pupils feel safe and secure in school and know they can talk to an adult if and when they need help</li> <li>• Provision for PP pupils and particularly PP pupils with SEND is effective and supports teaching and learning to accelerate progress in Reading, Writing, Maths and GPS</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping organised and implemented by SENDCo, DHT, English &amp; Maths leaders to ensure PP pupils are receiving appropriate support in lessons.</li> <li>• Interventions are carefully planned to meet the needs of PP pupils to accelerate progress.</li> <li>• Interventions are regularly timed and evaluated by the CT, SENDCo and senior leaders</li> <li>• Parents are informed by CT &amp; SENDCo of interventions taking place</li> <li>• Good communication channels between CT, TA &amp; SENDCo</li> <li>• Monitoring and evaluation of the effectiveness of the intervention by SENDCo, English &amp; Maths leaders</li> <li>• Evaluation &amp; progress reported to the EHT &amp; Curriculum leader at SLT meetings</li> <li>• Evaluate &amp; celebrate success with the pupil, parent, CT &amp; TA regularly throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are well matched to the needs of individual pupils In EYFS 74% of children achieved GLD, an improving trend over 5 years and above NA for 2018 @ 72%. (awaiting 2019).</li> <li>• 90% achieved the expected standard in Phonics. A 5 year stabilised trend.</li> <li>• Read, Write Inc has been embedded and has impacted significantly on Reading outcomes.</li> <li>• Effective deployment of support staff has sustained progress particularly in KS2.</li> <li>• Individually tailored planning delivered to children by the TAs has impacted upon outcomes in EYFS, KS1 &amp; KS2</li> <li>• PP children are now more in line with other children and outperforming them in many instances.</li> <li>• In KS2, the proportions of PP children making the expected standard in R,W&amp;M combined were in line or above national figures</li> <li>• School continues to be was making progress towards diminishing the difference between PP children and their peers. In 2018/2019, children achieve broadly in line with other children in Reading, Writing and Maths.</li> </ul>
CARITAS social	<ul style="list-style-type: none"> <li>• Improved emotional well-being of some PP pupils so that they</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team to identify and refer any PP pupils who would</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of children and families being supported correctly and</li> </ul>

<p>worker 2.5 days per week</p>	<p>are more able to access the school curriculum</p> <ul style="list-style-type: none"> <li>• Improved self-esteem, social skills &amp; behaviour of some PP pupils so that feel happy and safe</li> <li>• Improved relationships between identified PP pupils and other pupils</li> <li>• Pupils are confident in articulating their wishes and feelings</li> <li>• PP pupils feel safe and secure in school and know they can talk to an adult if and when they need help</li> </ul>	<p>benefit from either 1:1 or group work with the Caritas SW</p> <ul style="list-style-type: none"> <li>• Good communication between the Caritas SW, safeguarding team and parents to support any identified PP pupils</li> <li>• Appropriate referrals are made to any additional outside agencies to support the identified PP pupil &amp; family</li> <li>• Well matched support and resources are provided for identified families</li> <li>• Early Help tool used to support our families</li> <li>• Evaluate the impact of the Caritas Social Worker on a termly basis &amp; provide a termly report to governors</li> <li>• Celebrate successes and achievements with pupils and parents</li> </ul>	<p>much earlier</p> <ul style="list-style-type: none"> <li>• 17 children have been referred to and have accessed support this year.</li> <li>• Early intervention for social and emotional needs have ensure that some of our children's problems have been reduced and prevented</li> <li>• Increased representation at safeguarding meetings</li> <li>• Teachers now are able to more easily identify children who may need this support and directing families and making referrals for children.</li> <li>• General consent for information to be shared is now included in the general data form which has meant that the Caritas social worker is able to support a much larger number of children / families.</li> <li>• Recent Section 48 RE inspection report praises the welfare our pupils receive because of the Caritas Social Worker, judging the welfare children receive in school to be outstanding.</li> </ul>
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Area of spend	Intended Outcomes	Actions	Impact
<p>Homework club 3 evenings per week 6 x TAs</p>	<ul style="list-style-type: none"> <li>• Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>• Accelerated progress in Reading, Writing, Maths and GPS for PP pupils</li> <li>• PP pupils take responsibility for their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of PP pupils that homework club is available 3 nights a week</li> <li>• Class teachers to ensure that TAs are given the set homework for PP pupils attending the club</li> <li>• Class teachers ensure that the homework set is appropriate &amp; supports/consolidates learning in</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive environment for children who struggle with their homework</li> <li>• PP targeted support, working in small groups, given personalised learning</li> <li>• PP children hand in their work on time and completed to a good standard</li> </ul>

	<ul style="list-style-type: none"> <li>• PP pupils succeed in completing homework &amp; meeting deadlines</li> <li>• Good habits created for life</li> <li>• Improved relationships between pupils and parents</li> <li>• Remove stress of undertaking homework at home</li> <li>• Raised self-esteem of PP pupils</li> <li>• Better outcomes in weekly spelling, arithmetic &amp; x tables tests</li> </ul>	<p>class</p> <ul style="list-style-type: none"> <li>• TAs to support PP pupils with English, Maths, spelling, reading &amp; tables each week</li> <li>• TAs to return the homework to the class teachers so that the PP pupils have met the weekly deadline</li> <li>• TAs to report to the class teacher how and when they have supported the PP pupils with the work</li> <li>• Congratulate &amp; celebrate with children &amp; TAs in their success and progress made</li> <li>• Senior leaders to evaluate and monitor pupil outcomes and impact of this provision on a half-termly basis</li> </ul>	<ul style="list-style-type: none"> <li>• Improved weekly spelling scores and improved outcomes in SPAG</li> <li>• Essential learning habits have been established, further promoting a good attitude to learning</li> <li>• Internet access for independent on-line learning</li> <li>• Increased confidence because homework is completed and spellings results improve.</li> <li>• Positive impact on pupil well-being.</li> </ul>
<p>Subsidise &amp; provide a healthy mid-morning snack Cost of catering staff to prepare and serve</p>	<ul style="list-style-type: none"> <li>• Maintain &amp; improve attendance levels for some PP pupils</li> <li>• Improve levels of persistence absence for identified PP pupils</li> <li>• Strengthen immune systems by providing milk, fruit and vegetables</li> <li>• Ensure PP pupils are ready to learn because they have eaten</li> <li>• Improved social &amp; emotional skills from sharing food with friends</li> <li>• Improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage all parents of PP pupils to sign up for the healthy snacks each day</li> <li>• EHT to ensure that all PP pupils have a healthy snack if parents cannot afford to pay</li> <li>• Promote healthy choices by providing a wide selection of fruit and vegetables each week</li> <li>• Celebrate with children when they try fruit &amp; vegetables they haven't previously tasted</li> <li>• Class teachers and TAs discuss the benefits of '5 a day'</li> </ul>	<ul style="list-style-type: none"> <li>• PA was 4.6% in 2015/16, 3.8% for 2016/17, 5.38% for 2017/18 and is projected at being 6% for this academic year which remains well below well below national at 10.10%.</li> <li>• Positive impact on the engagement of children</li> <li>• Improved attainment and progress of PP children</li> <li>• Attendance of PP children is continuing to improve</li> <li>• Positive impact on PP pupils' mental well-being.</li> <li>• The proportion of disadvantaged KS2 pupils that reached expected standard was broadly in line with other pupils in Reading, Writing and Maths</li> <li>• 31% of disadvantaged KS1 pupils</li> </ul>

			that reached expected standard which was in line with other children in Reading and Writing and Maths.
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Area of spend	Intended Outcomes	Actions	Impact
Educational visits including residential trips	<ul style="list-style-type: none"> <li>• Improved life chances and outcomes</li> <li>• PP pupils are able to make tangible connections between the curriculum and the experiences provided for them</li> <li>• Opportunities to put their extended vocabulary into practice</li> <li>• PP pupils lives are enriched by the experiences</li> <li>• Opportunities for PP pupils to apply their knowledge and skills &amp; make sense of their learning</li> <li>• Improved social &amp; emotional skills</li> <li>• PP pupils &amp; families can access these visits post-</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum leader &amp; DHT plan educational visits to enhance the curriculum, teaching &amp; learning</li> <li>• EVs are relevant, age appropriate &amp; exciting</li> <li>• EVs are accessible for all</li> <li>• Pupils are involved in planning EVs</li> <li>• EVs build on learning so that PP pupils can make connections</li> </ul>	<ul style="list-style-type: none"> <li>• Monsall Metro-link stop has enabled school to take children on far more learning experiences beyond the classroom</li> <li>• Hugely reduced cost for parents.</li> <li>• Socially confident children who have an understanding of the value of things in a real life setting.</li> <li>• Understanding and awareness of being away from home and in a contrasting locality.</li> <li>• Develop life skills, providing enrichment and life experiences that children do not have access to such as rock climbing, caving, canoeing, archery.</li> <li>• Builds resilience &amp; confidence in pupils.</li> <li>• Enables pupils to work in teams, creating good working habits.</li> <li>• Improved character strengths &amp; skills such as problem solving, listening, communication and co-operation.</li> <li>• Positive impact on pupils' well-being.</li> </ul>

	primary education		
Specialist music tuition 1 x teacher	<ul style="list-style-type: none"> <li>• Enrich the lives of PP pupils unable to access music tuition</li> <li>• Increased confidence</li> <li>• Improved memory skills &amp; positive impact in other learning</li> <li>• Opportunity for some PP pupils to excel in a subject area</li> <li>• Increased confidence &amp; self-esteem</li> <li>• Opportunity to participate in music festivals both locally &amp; nationally</li> <li>• Opportunity to integrate and socialise with members of other cultures and communities</li> <li>• Outstanding outcomes in music &amp; performance</li> <li>• Perform with confidence in who school &amp; parish celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum leader, DHT &amp; Music leader to organise timetables so that all PP pupils in Years 2-6 have access to learning a musical instrument</li> <li>• Identify gifted &amp; talented PP pupils in music</li> <li>• Set up a music club which identified PP pupils can attend free of charge</li> <li>• Allocate musical instruments to identified PP pupils free of charge and meet with parents</li> <li>• Organise entry to music festivals &amp; competitions for PP pupils to enter &amp; participate in</li> <li>• Teach identified PP pupils 1:1 &amp; group tuition</li> <li>• Celebrate successes with pupils, parents &amp; the school community</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PP children in Years 2 - 6 have learnt to play a musical instrument this year.</li> <li>• Increased life experiences that children wouldn't usually have had access to.</li> <li>• Subsequent positive impact on all areas of learning, as evidenced by pupil voice.</li> <li>• Accelerated progress in music &amp; performance.</li> <li>• Increased confidence and participation in music and other lessons.</li> <li>• Children are now more able to partake in the music ministry of the church</li> </ul>
Subsidise Breakfast club	<ul style="list-style-type: none"> <li>• Improved attendance &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify PP pupils who are at risk of being PA</li> <li>• Meet with parents to provide Early Help in this</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance and punctuality for PP children ####%</li> </ul>

<p>5 mornings per week 6 x TAs</p>	<p>punctuality for PP pupils</p> <ul style="list-style-type: none"> <li>Improved levels of persistence absence for identified PP pupils</li> <li>PP pupils are school ready because they have eaten</li> <li>Improved personal &amp; social skills for PP pupils</li> <li>PP pupils are happy &amp; feel safe</li> </ul>	<p>matter</p> <ul style="list-style-type: none"> <li>Provide breakfast free of charge to identified PP pupils</li> <li>Support parents &amp; families to help get pupils to school regularly and on time</li> <li>Remove the stress from parents by providing breakfast &amp; an earlier start to school</li> <li>Celebrate success with the identified families</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for 2018-19 was 97.2% (2017-18 = 97.3% ) (2016-17 = 96.8% ) (2015-16 =96.8%)</li> <li>PA for 2018-9 ___% which remains significantly below national at 10.1%</li> <li>###% of PA pupils are PP</li> </ul>
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Area of spend	Intended Outcomes	Actions	Impact																
<p>English consultant x 15 days</p>	<ul style="list-style-type: none"> <li>Improved outcomes in writing for PP pupils, particularly in Years 2 &amp; 6 so that they are in line with Maths outcomes</li> <li>Accelerated progress in writing, particularly for high attaining PP pupils in Years 2 &amp; 6</li> <li>PP pupils access a bank of varied and ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To provide pupils with a text-rich curriculum which engages, excites and challenges pupils to extend their vocabulary</li> <li>Exploit writing opportunities in foundation subjects</li> <li>English leader to monitor the impact of the work of consultant &amp; report to the EHT</li> <li>Ensure texts used in guided reading sessions are age appropriate, current and engaging</li> <li>Enhance classroom libraries with the up-to-date texts</li> <li>Regular pupil progress meetings between SLT and class teachers to address the needs of PP</li> </ul>	<ul style="list-style-type: none"> <li>The number of children gaining ARE and GD at KS2 was in line with and above the national average.</li> </ul> <table border="1" data-bbox="1357 866 1944 1010"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>64%</td> <td>69%</td> <td>76%</td> </tr> <tr> <td>NA</td> <td>75%</td> <td>78%</td> <td>76%</td> </tr> <tr> <td>GD</td> <td>12%</td> <td>9%</td> <td>18%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Achievement in writing @ KS2 was 36% on entry into Year 6, an increase of 33%.</li> <li>75% of PP children achieved ARE in writing @ KS2, a 15% increase on 2018 outcomes, a 21% increase on 2017 outcomes and a 38% increase on 2016. A 4 year improving trend.</li> <li>60% of PP children achieved ARE @ KS1, with 20% @GD</li> <li>46% of PP children made expected progress in Y2 with 38% making better than expected progress.</li> <li>Reading, Writing &amp; Maths combined for PP children @KS1</li> </ul>		Reading	Writing	Maths	ARE	64%	69%	76%	NA	75%	78%	76%	GD	12%	9%	18%
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	<p>because of the teaching and books they have been exposed to</p> <ul style="list-style-type: none"> <li>• PP pupils have the ability to use their skills &amp; knowledge learnt in English lessons to work at the age related expectation in foundation subjects</li> <li>• PP pupils are confident readers &amp; writers and meet the ARE at the end of each year</li> <li>• Writing outcomes at KS2 to be more in line with Reading and Maths</li> <li>• Pupils feel equipped to tackle higher-level work</li> <li>• Teachers are more confident at teaching the necessary skills and knowledge in reading and writing, particularly for PP pupils working at greater depth</li> </ul>	<p>pupils</p> <ul style="list-style-type: none"> <li>• English leader to work with the consult to moderate writing &amp; provide next steps for teachers</li> <li>• SLT meet with teachers at each milestone (Nov, Mar, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions with the consultant could improve outcomes</li> <li>• Regular review of groupings and re-shaping of focus as required</li> <li>• Data analysis at each milestone to evaluate work done &amp; measure pupil progress</li> <li>• Celebrate the improved reading &amp; writing with the pupils &amp; parents</li> </ul>	<p>was 31% for PPG a child which is in line with 2018 outcomes for the cohort.</p> <ul style="list-style-type: none"> <li>• Successful moderation of writing in KS1 and KS2- all teachers assessments deemed accurate by internal Literacy Consultant who is also an external moderator for the Manchester LA.</li> <li>• School data indicates that PP children are making consistently good progress and are attaining at least in line with expected standard and in most occasions, above and outperforming other children.</li> <li>• In Y3, 42% of PP children made expected progress, 50% making better than expected progress in writing. 31% of PPG @ ARE, 0% @ GD</li> <li>• In Y4, 32% of PP children made expected progress, 63% better than in writing 53% of PPG @ ARE</li> <li>• In Y5, 54% of PP children made expected progress, 46% better than in writing 60% of PPG @ ARE</li> </ul>
SLA for Educational	<ul style="list-style-type: none"> <li>• Improved outcomes for</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo, Maths &amp; English leaders to identify PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison between SEND co-ordinator and Ed Psych to ensure that school are meeting the needs of the</li> </ul>

Psychologist	<ul style="list-style-type: none"> <li>identified PP pupils</li> <li>Improved personal and emotional skills</li> <li>Confident learners, able to access the curriculum</li> <li>Effective provision mapping</li> <li>Effective support for the SENDCo</li> <li>Support to ensure PP pupils and parents are receiving their SEND entitlement</li> </ul>	<p>who need assessing by an EP</p> <ul style="list-style-type: none"> <li>SENDCo to liaise with EP &amp; parents</li> <li>SENDCo to support class teachers when a PP needs alternative teaching &amp; learning styles</li> <li>SENDCo &amp; EP to support class teachers &amp; pupils to ensure they can access the curriculum successfully</li> <li>SENDCo to report to SLT at weekly meetings regarding any changes to interventions for identified pupils</li> <li>SENDCo to make any referrals following advice from EP reports</li> </ul>	<p>children</p> <ul style="list-style-type: none"> <li>Teachers and SEND co-ordinator regularly review and discuss individual children</li> <li>SLT meet with teachers at each milestone (Nov, Mar, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and whether Ed Psch is necessary or not</li> <li>Early intervention for PP pupils.</li> </ul>
<b>Area of spend</b>	<b>Intended Outcomes</b>	<b>Actions</b>	<b>Impact</b>
Sustaining crossing patrol outside school	<ul style="list-style-type: none"> <li>Ensure pupils and parents are safe in the vicinity of school</li> <li>Pupils feel safe coming to school</li> <li>Pupils know how to keep themselves safe on the road</li> </ul>	<ul style="list-style-type: none"> <li>Sign up to an SLA with the LA so that we have a crossing patrol at the start and end of the day</li> <li>Encourage families to use it</li> <li>Discuss road safety with pupils in class &amp; assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Crossing outside school is now a designated patrol</li> <li>The well-being and safety of our pupils and families is paramount and children feel safe and secure coming into school</li> <li>No reported incidents on Upper Monsall Street</li> </ul>
Purchase of Maths and English homework schemes	<ul style="list-style-type: none"> <li>Improved outcomes in Reading, Writing, Maths and GPS for PP pupils</li> <li>Accelerated progress in</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leader, Maths &amp; English leaders to research &amp; then purchase homework schemes that support, extend &amp; consolidate learning in class</li> <li>Class teachers ensure that parents &amp; pupils are aware</li> </ul>	<ul style="list-style-type: none"> <li>The provisional overall progress score for Maths was -0.67</li> <li>Reading progress score was -3.09 and Writing progress score was -2.66</li> <li>At KS2, the proportion of PP children making the expected standard in R,W&amp;M was 60% (NA 65% 2019)</li> <li>The majority of pupils complete their homework</li> </ul>

	<p>Reading, Writing, Maths and GPS for PP pupils</p> <ul style="list-style-type: none"> <li>• PP pupils take responsibility for their own learning</li> <li>• PP pupils succeed in completing homework &amp; meeting deadlines</li> <li>• Good habits created for life</li> <li>• Routines are set and followed</li> <li>• Improved relationships between pupils and parents</li> <li>• Remove stress of losing homework sheets</li> <li>• Raised self-esteem of PP pupils</li> <li>• Better outcomes in weekly spelling, arithmetic &amp; x tables tests</li> </ul>	<p>of the nights homework is given</p> <ul style="list-style-type: none"> <li>• Class teachers to ensure that homework is set every week and on the same night</li> <li>• Class teachers ensure that PP pupils receive weekly homework</li> <li>• Class teachers ensure that homework is marked and feedback is given to pupils</li> <li>• Class teachers to support &amp; encourage PP pupils to complete homework &amp; hand it in on the correct day</li> <li>• Class teachers to celebrate with PP pupils and parents when homework is completed</li> <li>• Support parents by offering the facility of homework club</li> </ul>	<p>and there is now a very positive culture and attitude towards homework</p> <ul style="list-style-type: none"> <li>• Attitude to learning and responsibility for their own learning have also been embedded</li> <li>• Maths continues to be a strength, with 63% of children achieving ARE @KS1 and 76% @ KS2.</li> </ul>
<p>Phonics programme – Read/Write Inc</p>	<ul style="list-style-type: none"> <li>• Improved outcomes of PP pupils in phonics screening</li> </ul>	<ul style="list-style-type: none"> <li>• English leader to set up and manage the Read/Write Inc programme across EYFS &amp;</li> </ul>	<ul style="list-style-type: none"> <li>•74% of children achieved ARE for reading in EYFS.</li> <li>•90% achieved the expected standard in Phonics in 2019. A 5 year stabilised trend.</li> <li>• 4/5 children passed the re-sit. Total in current Y2 =</li> </ul>

	<ul style="list-style-type: none"> <li>Improved GLD for PP pupils at the end of Reception</li> <li>Staff are confident delivering the Read/Write Inc programme</li> <li>A systematic approach to teaching early reading skills</li> <li>Pupils are confident in early reading skills and can apply their knowledge when reading</li> </ul>	<p>KS1</p> <ul style="list-style-type: none"> <li>English leader to monitor &amp; evaluate the programme each half term &amp; report to SLT</li> <li>English leader to meet the external consultant from RWInc for a development day across the school to evaluate the teaching of early reading</li> <li>English leader &amp; external consultant to support staff in delivering the programme</li> <li>Class teachers &amp; TAs deliver the programme to differentiated groups</li> <li>Evaluate and celebrate pupils' successes. Keep parents informed of pupil progress</li> </ul>	<p>97%</p> <ul style="list-style-type: none"> <li>70% of children achieved ARE @ KS1. 15% @ GDS.</li> <li>64% of children achieved ARE @ KS2. 12% @ GDS.</li> </ul>
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Area of spend	Intended Outcomes	Actions	Impact
'My Happy Minds' resource	<ul style="list-style-type: none"> <li>PP pupils are resilient and persevere in lessons</li> <li>PP pupils have a good understanding of their own character strengths and can articulate their feelings</li> <li>Pupils have improved</li> </ul>	<ul style="list-style-type: none"> <li>Allocate time on class timetables to teach and deliver 'my happy minds'</li> <li>Provide training for teachers and TAs</li> <li>Support pupils with the extended vocabulary used in the programme</li> <li>Teach it regularly</li> <li>Celebrate &amp; teach children and parents to celebrate and appreciate their mental well-being</li> <li>Senior leaders to</li> </ul>	<p>Pupil voice report they have enjoyed the sessions and 'happy breathing' helps them to calm down and concentrate before sessions.</p> <p>Pupils can identify and recognise their own and others' character strengths.</p> <p>Staff voice report that although pupils have enjoyed the sessions, the software is difficult and challenging to use as well as time consuming.</p> <p>Staff voice reports that staff can deliver the same or better standard sessions to support pupils with mental well-being.</p> <p>Leaders and SENDCO have undertaken work with Manchester Healthy Schools and in future can deliver well-being and mindfulness sessions with our pupils with a stronger impact.</p> <p>Action: Do not continue</p>

	<p>knowledge of how their brain works &amp; the impact this has on their mental health</p> <ul style="list-style-type: none"> <li>• PP pupils feel safe and happy and have high self esteem</li> <li>• PP develop life-long habits to learn &amp; thrive</li> <li>• Positive mental well-being is part of our school culture</li> </ul>	<p>evaluate the programme on a termly basis &amp; take feedback from staff</p>	
<p>Debate Mate</p>	<ul style="list-style-type: none"> <li>• Improved communication and interpersonal skills for PP pupils</li> <li>• PP pupils are empowered in their thinking &amp; inspired by their peers</li> <li>• Higher levels of subject knowledge &amp; confident speakers on local, national and global issues</li> <li>• PP pupils to have high</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up and enrol to Debate Mate &amp; identify a group of PP pupils who will engage</li> <li>• Inform pupils and parents</li> <li>• Attend rounds of debate mate with other Manchester schools</li> <li>• Practice their debating skills with the PSHE leader &amp; pupils in our partner school</li> <li>• Evaluate and celebrate our successes at school level and with parents</li> </ul>	<ul style="list-style-type: none"> <li>• 16 weekly sessions for 12 children.</li> <li>• 12 children competed in two Manchester leagues as well as a Debate Mate Cup Final.</li> <li>• Children won 5 debates and managed to get through to the next round with the goal being a visit to Parliament where they would have the chance to debate.</li> <li>• Children have demonstrated an increased level of confidence and resilience not only through their debates but also on a broader scale in their day to day school life.</li> <li>• Increased interest in the uptake of the club and therefore more children involved.</li> <li>• Subsequent positive impact on all areas of learning, as evidenced by pupil voice. <ul style="list-style-type: none"> <li>• Positive impact on the rest of the school community for British Value, PSHE &amp; SMSC</li> </ul> </li> </ul>

	<p>aspirations for their future career</p> <ul style="list-style-type: none"> <li>• PP pupils are better prepared for life in modern Britain</li> <li>• PP pupils have an excellent understanding of British values</li> </ul>		
<p>Rights Respecting School</p>	<ul style="list-style-type: none"> <li>• Children's rights are respected by all members of the school community</li> <li>• Pupils are confident in discussing local, national and global issues affecting children's rights</li> <li>• By the end of the year, school has the bronze award and is working towards silver</li> <li>• PP pupils are better prepared for life in modern Britain</li> <li>• PP pupils have an excellent understanding of British values</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up to Rights Respecting School and be committed to attaining the bronze award</li> <li>• Provide training to teachers &amp; TAs</li> <li>• Provide training to all staff</li> <li>• Raise awareness with parents &amp; governors</li> <li>• PHSE leader, RE leader to work the curriculum leader to map out the integration of the RRS articles into our curriculum</li> <li>• EHT &amp; DHT to ensure that the RRS articles are presented and discussed in the Monday assembly</li> <li>• Evaluate and celebrate our successes</li> </ul>	<ul style="list-style-type: none"> <li>• RRSA – Bronze level awarded.</li> <li>• Increased awareness of self-rights and responsibilities</li> <li>• Increased awareness that other children have rights too and that they subsequently have the responsibility to ensure another individual's rights and adhered to and the responsibility we have in that.</li> <li>• Knowledge and understanding of how the rights of other children are not always met and an increased awareness of how our country differs to others.</li> <li>• Children's understanding of the wider world has developed through the interconnectivity of RRS, Debate Mate, Gospel Values, British Values, RE curriculum and our own, 'Ambassadors for Change' programme of study.</li> </ul>

Area of spend	Intended Outcomes	Actions	Impact																																			
Attendance resources	<ul style="list-style-type: none"> <li>Maintain attendance levels at the current rate</li> <li>PP pupils enjoy coming to school</li> <li>Reduce persistent absence for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>School leaders to rigorously monitor attendance &amp; punctuality as part of our safeguarding procedures</li> <li>Work with parents to improve attendance &amp; punctuality</li> <li>Early intervention &amp; help for families</li> <li>Celebrate pupils who attend school regularly, meet &amp; exceed our school target weekly, half-termly and annually</li> <li>Celebrate &amp; give worthwhile prizes to pupils who meet/exceed our school target</li> </ul>	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2018</th> <th>2019</th> <th>local 2018</th> <th>National 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>97.37%</td> <td>97.2%</td> <td>95.85%</td> <td>96.1%</td> </tr> <tr> <td>10% PA</td> <td>5.38%</td> <td>---</td> <td>9.67%</td> <td>10.1%</td> </tr> </tbody> </table>	Attendance	2018	2019	local 2018	National 2018	Overall	97.37%	97.2%	95.85%	96.1%	10% PA	5.38%	---	9.67%	10.1%																				
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Mathletics	<ul style="list-style-type: none"> <li>Improved outcomes in Maths, particularly mental recall</li> <li>Engagement in on-line learning</li> <li>Parental engagement</li> <li>Personalised learning</li> </ul>	<ul style="list-style-type: none"> <li>Maths leader to set up the administration &amp; ensure class teachers and pupils have login details</li> <li>Class teachers to set tasks for pupils to do at home to extend/consolidate learning in class</li> </ul>	<p>2019 Maths outcomes from assessment cycle 3</p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>76%</td> <td>63%</td> <td>54%</td> <td>59%</td> <td>77%</td> <td>76%</td> </tr> <tr> <td>GDS</td> <td>7%</td> <td>19%</td> <td>12%</td> <td>19%</td> <td>23%</td> <td>18%</td> </tr> <tr> <td>PPG</td> <td>67%</td> <td>58%</td> <td>42%</td> <td>61%</td> <td>67%</td> <td>80%</td> </tr> <tr> <td>EXS</td> <td></td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td></td> </tr> </tbody> </table>		1	2	3	4	5	6	EXS	76%	63%	54%	59%	77%	76%	GDS	7%	19%	12%	19%	23%	18%	PPG	67%	58%	42%	61%	67%	80%	EXS		%	%	%	%	
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		<ul style="list-style-type: none"> <li>• Maths leader to monitor usage</li> <li>• Celebrate successes in the weekly celebration assembly, Facebook and newsletter</li> </ul>	PPG GDS	7%	0%	17 %	17 %	27 %	25%	<ul style="list-style-type: none"> <li>• Pupil voice indicates that all pupils love Mathematics and enjoy completing the tasks.</li> </ul>
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