



1. Summary information					
School	Sir Martin Frobisher				
Academic Year	2018/2019	Total PP budget	£240,240	Date of most recent PP Review	July 2018
Total number of pupils	299	Number of pupils eligible for PP	182	Date for next internal review of this strategy	July 2019

2. Achievement Profile 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Year 1 - Phonics Screening Check:	79%	81%
Year 2 – Phonics Re-check:	75%	70%
Key Stage 1: Attainment		
% achieving 'expected' in reading	61%	71%
% achieving 'expected' in writing	66%	76%
% achieving 'expected' in maths	56%	66%
% achieving 'expected' in reading, writing and maths	54%	66%
% achieving 'greater depth' in reading	0%	16%
% achieving 'greater depth' in writing	0%	2%
% achieving 'greater depth' in maths	6%	22%
% achieving 'greater depth' in reading, writing and maths	2%	14%
Key Stage 2: Attainment		
% achieving 'expected' in reading	24%	37%
% achieving 'expected' in writing	34%	47%
% achieving 'expected' in maths	24%	34%
% achieving in reading, writing and maths	14%	29%

% achieving in SPAG	21%	31%
% achieving 'greater depth' in reading	0%	3%
% achieving 'greater depth' in writing	0%	0%
% achieving 'greater depth' in maths	3%	0%
% achieving 'greater depth' in reading, writing and maths	0%	0%
% achieving 'greater depth' in SPAG	10%	17%
Key Stage 2: Progress		
% making progress in reading	-3.78	-5.12
% making progress in writing	-6.61	-1.32
% making progress in maths	-2.47	-6.51

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- | | |
|-----------|--|
| A. | Poor fine motor skills and capped experiences
Poor oral language with limited vocabulary |
| B. | Low self esteem
Early trauma
Attachment issue |
| C. | Special educational needs of some PP pupils (Cognition and Learning, Speech and Language, Social, emotional and mental health.). |

External barriers

- | | |
|-----------|---|
| D. | Distance from school-travel issues which have a negative impact on attendance |
| E. | Parental engagement due to own school experience |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between PP pupils and others in reading, writing and maths; phonics and GLD	GLD Phonics year 1 Retake year 2 KS1 Reading KS2 Reading KS1 Writing KS2 Writing KS1 Maths KS2 Maths

		Reduce the difference between PP and non PP children to 10% or less for the % achieving expected in KS1 and KS2 for Reading, Writing and Mathematics.
B.	For PP pupils to be able to access the curriculum	Thrive intervention 'fills' the gaps to allow access to learning Exclusions reduce by 50% (DG) Personalised timetables support identified individuals to be success during the school day
C.	SEND pupils make accelerated progress from their starting points	SEND pupils make good progress over time
D.	Attendance of PP pupils is in line with others. Reduce the number of PAs for PP pupils	Goal of raising attendance % to 95% or above
E.	Parents work in partnership with the school	95% attendance at parent-teacher consultation Parent forum to share 'parent voice' 95% of parents are happy with the school from questionnaires

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching 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 implementation ?
PP pupils achieve a GLD in EYFS	Quality provision Writing opportunities in all areas? Wellcomm assessment Talk Boost Intervention Quality resources	Significantly low starting points Poor fine motor skills due to lack of resources at home Poor oral language skills	Monitoring of pupils On track for GLD half termly during pupil progress meeting	AD/SC	July 19
PP pupils reach ARE in Phonics screening	RWI	Evidence based research Consistency within the trust	Quality CPD for all staff Adequate resources to deliver the intervention Monitoring of phonics sessions Tracking of data half termly	GC/DG/SC	July 19
Diminish the difference between PP pupils and others in reading, writing and maths	CGP Maths books (80% of total cost) Quality texts Interventions	Review of previous data, children not making desired progress. RWI / CGP maths used by other Reach2 schools	CPD to use inspire maths Monitoring if pupils are on track during pupil progress meetings Interventions determined looking at progress of children in liaison with SENCO/literacy lead/ Maths lead	SLT leading Pupil progress meetings SENCO Lit lead Maths lead	Half termly
Total budgeted cost					£113,436

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
SEND pupils make accelerated progress from their starting points	Full time SENDCo Interventions for pupils 1:1 tuition Resources	High number of pupils who have additional needs Significantly low starting points	Progress from starting points Rigorous pupil progress meetings half termly Monitoring of interventions	GC/JS/DG	July 19

PP pupils to access the curriculum	Thrive intervention Thrive practitioner Thrive provision Pupil behaviour support	High number of pupils have gaps in their social and emotional development	Tracking of Thrive impact Pupil perception Progress in reading, writing and maths	DG KH	July 19
PP pupils broaden their experiences	Subsidised trip funding	Low income Sheltered experiences to experiences and other places Limited experiences impact on writing and reading	Track the progress in reading and writing % of pupils achieving ARE at the end of KS1 and KS2 is in line with others.	DG BP DH KH LK	July 19
Total budgeted cost					£125,567
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Parents work in partnership with the school	Family Liaison Support Worker Parent workshops Parent forum	Build positive relationships with the school Support parents with challenging behaviours at home Support with routines	Reduction in exclusions 95% of parents will attend parent-teacher conversations Parental questionnaire will be positive and in-line with national benchmark High uptake attending parenting workshops	LK JS DG	July 19
PP attendance is in line with others	Mini bus to pick up pupils and drop them home at the end of the day (3 staff members) Walking bus (2 staff members)	Improve the attendance of PP pupils Reduce the number of PAs Low income families will not have to spend money on travel	Weekly tracking of PP pupils attendance	LK BP KT LH	July 19
Total budgeted cost					£113,436

6. Review of expenditure 2017-18

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All pupils make rapid progress from their starting points and pupil attainment is in line with national levels Pupils are confident, happy, ambitious and keen to learn. Pupils feel safe and attend school well</p>	<p>Additional teachers employed to carry out interventions and to enable Year 5 and 6 to be taught in 3 groups Visible Learning strategy to train teachers to enable pupils to be more aware of their learning and next steps</p>	<p>In EYFS there was a marginal gap in the % of PP pupils and non PPG pupils</p> <p>KS1- 32% PPG pupils passed the phonics screening test. The gap with non-PPG was 14%. KS1- 33% of Year 2 PPG pupils had passed the phonics test by the end of KS1. KS1-An attainment gap existed between PPG and non-PPG pupils in Year 2. A large number of the PPG pupils experienced SEN (21%) and this adversely affected the attainment outcomes KS2(Yr3-5)</p> <p>KS2 (Yr 6): • PPG pupils' attainment was low but it had risen from the baseline in English</p>	<p>We will continue to use: • the third teacher model in UKS2 whilst ensuring that changes to the pedagogy mentioned below are implemented rapidly • additional adults to carry out targeted interventions based on gaps analysis • Reading Explorers as a whole school approach Impact can be seen but not to a large enough extent on the end of year outcomes in KS1 & 2.</p> <p>As a result of this we will implement the following: • changes to the pedagogy employed in the classroom in order to provide more specific and focussed teaching and support as needed • more use of gaps analysis in order to more specifically address areas of need • closer tracking and adaption of provision and rigorous monitoring RWI in ks1 and EYFS</p>	<p>£158,794</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils to have 95.4% attendance or above by the end of academic year 2017/18	FLO attendance strategy	Disadvantaged pupils' attendance was 93.84% Disadvantaged pupils' attendance remained below non -PPG pupils (0.7 gap)	Attendance procedures not aspirational enough • Monitoring not rigorous or rapid enough 2018/19 The policy and procedures have been re-written to ensure much more aspirational targets More rapid monitoring and intervention	
For disadvantaged pupils in EYFS to have improved outcomes with reading and writing	Speech Therapy – one day a week focused on Nursery and Reception. Assessment of need, 1 to 1 intervention and structured small group work. Focused phonics groups	In EYFS there was a marginal gap in the % of PP pupils and non PPG pupils EYFS teacher retention an issue, resulting in children not reaching ARE. X2 staff left at Christmas.	Stable staff and EYFS lead. Support from other Reach2 Academy schools. Target and track PP children even more closely to remove the gap between PP & non PP children and to raise attainment so that GLD exceeds national	

<p>Pupils are confident, happy, ambitious and keen to learn. Pupils feel safe and attend school well</p>	<p>Highly effective pastoral and EWL team in place to provide extensive individual, group and family support as needed Lunch and Breakfast club provided for the most vulnerable pupils Well trained and experienced safeguarding team and rigorous safeguarding procedures in place Rigorous attendance procedures in place THRIVE approach implemented for the most</p>	<p>External exclusions have increased from last year (2016 -17 = 41.5 days of exclusions (6 pupils), 2017 - 18 = 51.5 (6 pupils – 2 of which were new to the school.) Breakfast club has enabled pupils to be in school on time, and develop social and learning skills. Of the 55 pupils attending, 40 were pupil premium. Thrive – 9 out of 12 pupils who accessed THRIVE are PP.</p>	<p>The Thrive approach is having a positive impact but on a relatively small number of pupils. More staff time to be allocated to this to impact on more children.</p> <ul style="list-style-type: none"> • Staff training on Thrive in order to further raise awareness of the approach and whole school assessments to be carried out to identify areas of need • Access support from trust behavioural support lead to audit current practice and identify areas for further improvement • Offer breakfast club to all yr 6 pupils 	
--	---	---	--	--

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £5000
-----------------	------------------------	--	--	---------------

<p>Parents are actively involved in supporting their children with their learning</p>	<p>See Community Engagement strategy Termly story cafes for each class Termly Parent Forums held Revised homework procedures aimed at encouraging family learning Weekly Maths club in Year 5 and 6 for parents and pupils</p>	<p>Reading Challenge (Home Reading Initiative) read 60% 3 times per week up from 30% • An average of 20 children attending the after school club - increasing opportunities to learn & engage further with parents (parent volunteers assist too) • PTA continued success with various programme of events organised – also supported trips/visitors increasing enrichment opportunities</p> <p>Success of social media has provided a further avenue to improve communication</p>	<p>Increase the amount and type of afterschool provision • Parental questionnaire to find out what support help they would like and plan further provision around this • Coffee mornings/workshops for parents</p>	
---	--	--	--	--

7. Additional detail

--