

Current attainment (based on end of KS2 outcomes, 2018)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	25%	70%
% achieving in Reading	75%	80%
% achieving in Writing	100%	83%
% achieving in Maths	25%	81%
% achieving in Grammar, Punctuation and Spelling	100%	82%
progress measure: Reading (source – Perspective Lite)	-1.4	+0.3
progress measure: Writing (source – Perspective Lite)	+3.5	+0.2
progress measure: Maths (source – Perspective Lite)	-1.6	+0.3
other significant attainment / progress information	<p>Although the attainment of disadvantaged pupils (those in receipt of pupil premium) still falls behind their peers, internal data shows good progress has been made in 2017-18 and therefore we are beginning to narrow the gap in outcomes. For example, proportions reaching aspirational targets (derived from Fischer Family Trust 20 estimates) increased in 2017-18 in 15 out of 19 cases, and there are greater numbers working at age-related expectations than at the end of the previous year.</p> <p>Particularly good outcomes are evident in English. This is evident in the overall proportions of children who showed at least some accelerated progress: 33% in Reading; 46% in Writing; and 4% in Maths.</p> <p>Attendance for disadvantaged pupils is lower than other pupils in school for the second year running. Although this issue is exacerbated by individuals, we will do more to address this in 2018-19.</p>	

Barriers to future attainment (for pupils eligible for PP, inc higher ability)		Desired outcomes	
In-school barriers (issues to be addressed in school, such as poor oral language skills)		Desired outcomes and how they will be measured (bold text acts as a subtitle for subsequent table)	Success criteria
1	Poor oral language skills slow reading and writing progress in subsequent years.	Improved oral language skills for pupils eligible for PP. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i>	Pupils eligible for PP in Early Years make rapid progress by the end of the year so that over 75% of pupils eligible for PP broadly meet age related expectations. 100% of pupils eligible for PP are expected to get GLD.
2	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Increased opportunities for cultural and curriculum visits / experiences funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i>	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. Pupil feedback and teacher observation indicates enriched learning experiences. Herd Farm: <i>'I also liked the obstacle course. I enjoyed the whole trip because it was so active.'</i> <i>'I enjoyed Herd Farm because of the fun activities.'</i> Leeds Playhouse workshop: <i>'It was amazing! I really like acting because it helps me with things that get me angry and sad.'</i> <i>'I really enjoyed it because I used to be not really into acting and it got me inspired.'</i> Orienteering: <i>'I really enjoyed orienteering because I feel it may really help me in later life.'</i> Gallery visit: <i>'I've never been to an art gallery before. My favourite painting was the one with a tiger on it.'</i> <i>'I love Leeds Art Gallery. I'm going to ask my mum if I can go again.'</i> <i>'This was the best trip ever. I can't believe the drawings we saw by Leonardo da Vinci were more than 500 years old!'</i> Residential quote:

			<p><i>'Residential was fun and exciting. I enjoyed getting to do loads of activities... I felt proud of myself when I went on the giant swing because I pushed myself to go on it even though I was really scared. I would definitely recommend residential to everyone else.'</i></p> <p>F2 visit to the farm: <i>'It was very exciting to see the animals. I liked the piglets. I liked going on the coach.'</i></p> <p>F2 & Y1 visit to 'Tiger Who Came To Tea' – York <i>'I liked the bus. It was exciting. I've not been before.'</i></p> <p><i>'I liked the dancing tiger and going on the bus.'</i></p>
3	<p>Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils eligible for PP as a whole. This could be due to a lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).</p>	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment. Ensure Maths features in the provision to tackle weaker outcomes in this subject. <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p>Accelerated progress so that we close gaps.</p> <p>The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Reading, Writing and Maths combined (currently 27 % points difference).</p> <p>There is an increase in proportions of pupils who have made accelerated progress in Reading, Writing and Maths separately, as measured by movement in teacher assessment bands (currently 33%, 46% and 4% respectively).</p> <p>The vast majority of pupils make progress at least in line with children nationally with the same starting point, as measured by end of KS2 outcomes.</p> <p>Y6 (December data) Maths: 2/4 working at ARE end of Y5 2/4 working at ARE Y6 T1.2 (2 others are very close) Reading: 1/4 working at ARE end of Y5 2/4 working at ARE Y6 T1.2 Writing: 2/4 working at ARE end of Y5 2/4 working at ARE Y6 T1.2</p> <p>Y6 (February data) Maths:</p>

2/4 working at ARE end of Y5
3/4 working at ARE Y6 T2.1 – increase

Reading:

1/4 working at ARE end of Y5

2/4 working at ARE Y6 T2.1

Y6 (end of year)

Maths:

2/4 working at ARE end of Y5

2/4 working at ARE end of Y6

Reading:

1/4 working at ARE end of Y5

2/4 working at ARE end of Y6

Writing:

2/4 working at ARE end of Y5

3/4 working at ARE end of Y6

Y4 (December data)

Maths:

4/7 working at ARE end of Y3

4/7 working at ARE Y4 T1.2

Reading:

5/7 working at ARE end of Y3

4/7 working at ARE Y4 T1.2

Writing:

2/7 working at ARE end of Y3

4/7 working at ARE Y4 T1.2

Y4 (February data)

Maths:

4/7 working at ARE end of Y3

2/7 working at ARE Y4 T2.1 – needs to be monitored

Reading:

5/7 working at ARE end of Y3

5/7 working at ARE Y4 T2.1 (and one at 99) – increase

Y4

Maths:

4/7 working at ARE end of Y3

4/7 working at ARE end of Y4

Reading:

5/7 working at ARE end of Y3

5/7 working at ARE end of Y4

Writing

			<p>4/7 working at ARE end of Y3 4/7 working at ARE end of Y4</p>
4	<p>Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.</p>	<p>Through greater awareness of meta-cognition, children are more effective learners. <i>We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of their learning behaviour.</i></p>	<p>Gather feedback from staff, children and parents (as appropriate).</p> <p>Warning tracker: T1.1: 32 average weekly warnings T1.2: 27 average weekly warnings T2.1: 26 average weekly warnings T2.2 18 average weekly warnings – significant improvement T3 21 average weekly warnings – a reduction from the start of the year.</p> <p>In Y3,4 classes, where there are a lot of disadvantaged pupils, warnings have dropped by around half.</p> <p>Y3/4 T1.1 average weekly warning were 37 Y3/4 T3.2 average weekly warnings were 17</p>
5	<p>There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited vocabulary and that this has substantial know-on effects for success at school and beyond. This matches our observations and assessments in school.</p>	<p>We begin to enhance pupils' vocabulary so that they are better able to access subsequent learning and become successful learners. <i>We will evaluate impact by monitoring the attainment and progress data at the end of this, the first year of what we expect will be a long-term focus in order to have lasting impact.</i></p>	<p>The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Reading and Writing separately (currently 15 % points and 21 % points difference).</p> <p>The vast majority of pupils make progress at least in line with children nationally.</p> <p>Impact on writing (Y4) End of Y3 av TA = 2.0 End of T1.2 av TA = 2.6 End of Y4 av TA – 2.7 4/7 disadvantaged pupils have improved their writing scores. 5/7 disadvantaged pupils have improved their writing scores.</p> <p>Writing: 1/7 reaching FFT20 end of Y3 3/7 reaching FFT20 Y4 T1.2 (1 child is exceeding) 4/7 reaching FFT20 end of Y4</p> <p>Reading: 2/7 reaching FFT20 end of Y3 3/7 reaching FFT20 Y4 T1.2 – increase</p>

			4/7 reaching FFT 20 end of Y4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		Desired outcomes and how they will be measured (bold text acts as a subtitle for subsequent table)	Success criteria
6	In 2017-18, attendance rates for pupils eligible for PP were 93.3% (below the figure for non-disadvantaged children which was 96.4%). This restricts learning time in school and is likely to cause them to fall behind.	Increased attendance rates for pupils eligible for PP. <i>We will evaluate impact by monitoring attendance data.</i>	The attendance gap between disadvantaged pupils across school and their peers in school is reduced to less than 1% point. <i>Attendance data: This has not so far been achieved but analysis indicates that this is largely the result of specific cases with unusual circumstances.</i> <i>Attendance data at the end of the year reinforces the relevance of these unusual circumstances.</i>
7	Lack of engagement with school from some parents/carers, and their perceptions of education.	Parents are more engaged and involved in their child's learning. Children can be more effectively supported at home. <i>We will evaluate impact by monitoring engagement in school life such as attendance at learning workshops, and by viewing any available feedback in annual surveys.</i>	Attendance of parents/carers at workshops/learning walks. (This will act as a baseline for future years.) All testimonials from parents/carers are positive. Annual survey of parents reflects favourably on how involved parents feel. <i>Y2,3,4 Reading and Maths information evening; 14% of parents who attended were from disadvantaged background (overall % of disadvantaged pupils is 10%).</i> <i>Y5/6 Reading and Maths meetings; 17% of parents who attended were from disadvantaged background.</i> <i>KS1 SATs information evening; none of the parents attended were from disadvantaged background</i>
8	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	Outcomes for points 1, 2, 3 and 4 help to address this.	

Planned expenditure					
Academic year:	2018-19				
<i>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>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? <small>EEF refers to Education Endowment Foundation</small>	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
1. Improved oral language skills	'Closing the word gap' research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions	The project will be led by our Early Years federation lead. Full CPD is provided. A high level of on-going support is provided. Baseline assessment information and subsequent assessments will take place to monitor progress.	GB, DR	June 2019
3. Accelerated progress	'RIC – retrieve, interpret, choice' research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 6 months' extra progress can be made through reading comprehension strategies To improve reading skills, particularly targeted at Years 5 and 6 pupils. (Data analysis shows there is a sizable proportion of disadvantaged pupils not at age-related expectations in Reading.)	Full CPD is provided: federation leads attend then cascade to all. A high level of on-going support is provided. Resources accessed through RIC website. RIC shared with parents in reading workshops. Baseline assessment information and subsequent assessments will take place to monitor progress.	DR, DO	half-termly progress meetings; July 2019 for overall conclusions
3. Accelerated progress	Love of reading This includes: Substantial investment in school library books and checking in/out system Visits to local library Purchase of First News newspapers	To improve reading skills so that we maintain the improvement of progress in Reading since 2016. Internal assessment analysis shows there are some cohorts / groups where Reading is a particular weakness. Reading is a National Curriculum subject and the love of reading is at the core of happy and healthy learners – this is our school mission.	High quality books and text chosen from recommended lists. (See Reading policy and appendices.) School library and town library trips are non-negotiable. Twilight training for teaching staff led by federation English lead is followed up with monitoring and evaluation in school. Resources shared.	NL, KH	half-termly progress meetings; July 2019 for overall conclusions

	CPD around teaching reaching reading with a view to promoting positive attitudes.		Monitor use of the library and in particular the data for book loans. Gain pupil feedback. Monitor Reading assessment data.		
5. Enhanced pupils' vocabulary	CPD around vocabulary acquisition.	There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited vocabulary and that this has substantial know-on effects for success at school and beyond. We want our teachers to be better-equipped to address this.	Key leaders across the federation attend quality CPD. They cascade to teaching staff. Teaching and learning is monitored and evaluated in school through lesson observations and book scrutinies. Assessment data is analysed.	DR, KH, DO, ML	July 2019 for conclusions from the first year
Total budgeted cost					£5,169
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
1. Improved oral language skills	Speech and language therapy Talking House	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions.	Evidence across the federation shows that this intervention, when it happens regularly and is supported by staff in school, has a positive impact. Regular discussions and reviews between teaching staff/ Head of School and therapist.	KH, VL	termly
3. Accelerated progress	Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons	We want our children to catch up on specific gaps in their learning and/or be fluent readers across the curriculum, and practice leads to fluency. EEF evidence: whilst TA support can have limited impact, EEF also conclude where TAs provide purposeful support can have greater impact. EEF also indicate that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. Our TAs use intervention strategies such as Catch Up Reading. Existing internal data analysis shows the programmes we	We will invest in recommended reading books for the Catch Up reading scheme. Teachers will ensure that the interventions are planned into the weekly timetable. Teachers' performance management includes success criteria to reduce % working below expectations. Some observation and professional development of support staff to increasingly hold TAs to account for their work. Assessment data is analysed.	KH	half-termly progress meetings

		use in school have had positive impact to help pupils make accelerated progress. Some programmes are new.			
3. Accelerated progress	External tuition Fees paid for weekly tuition Additional tuition in school Staff paid to provide additional support	EEF evidence: that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. In school, some pupils have been identified as being individuals who would benefit most from additional tuition after-school from a private tuition company or in-school from staff. Maths tuition to feature in order to tackle 2017-18 weaker performance in this subject.	External: Children will be chosen specifically for this tuition considering if they will attend regularly and whether parents will be committed to taking them each week. Regular assessments from the tuition company will be provided. These will supplement, but not replace, the regular gathering and analysis of assessment data. Staff will liaise with class teachers to make sure learning is appropriate and any issues or misunderstandings are being addressed. A register will be kept so that we can identify children who are not attending.	DR, KH	termly
4. Effective learners	Motivational factors, such as termly <i>Pride and Presentation</i> awards	Previous experience of raising awareness of the importance of presentation and pride shows that public acknowledgement and praise acts as a way to motivate and raise awareness of expectations. Pupils responded very well. Presentation improved across the school and age groups.	Teaching staff involved in selecting pupils' books to be celebrated in special assembly. Pupils rewarded by choosing a new book to be bought, which we hope will engage the learners more in a positive circle of reading and learning. We will gain pupils'/parents' feedback about being celebrated.	FB	termly (gather feedback ongoing)
2. Increased opportunities for cultural and curriculum visits / experiences	Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y4 and Y6 residential 2x drama to enrich the curriculum	EEF evidence: arts and sports engagement can lead to 2 months' extra progress. (There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.)	All children in school including those entitled to pupil premium will access a wide variety of educational and residential trips and visitors which will impact upon their confidence, resilience, social skills as well as academic progress. Pupils eligible for PP are identified, monitored and supported to	KH All teaching staff	termly and July 2019

		<p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p> <p>Boys' motivation and attainment increases when they participate in drama/outdoor activity.</p> <p>Pupil feedback from last year (see 2017-18 PP plan) was extremely positive.</p>	<p>engage in additional life enhancing experiences.</p> <p>Pupil feedback and teacher observation indicates enriched learning experiences.</p>		
6. Attendance is improved	Use extended services attendance support worker to liaise with particular families. Reward attendance rates.	Attendance at school is fundamental: the more learning time, the greater the learning.	Careful targeting of who to refer to extended services. Hold extended services attendance support worker to account – follow-up on whether there has been an impact	KH, KP	half-termly: is attendance gap in school less than 1 % point between disadvantaged pupils and peers?
Total budgeted cost					£39,422
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
7. Parents are more engaged and involved	Resources to support at home. (Letterbox Club and our own learning bags)	<p>EEF evidence: parental engagement can lead to 3 months' extra progress.</p> <p>BookTrust evidence, listed on website: https://goo.gl/RHg72r</p>	<p>Delegate staff to order and to organise Letterbox.</p> <p>Those who have had support make equivalent progress in Reading to their peers.</p>	FB, SQ, RA	July 2019
7. Parents are more engaged	Motivate more parents/carers to attend the various visits into school and workshops for parents: Join in Mondays; Watch us while we work (which will feature Reading and Maths	<p>EEF evidence: parental engagement can lead to 3 months' extra progress.</p> <p>Previous feedback for these events is positive. If we can raise the attendance for parents/carers, more will benefit from this potential 3 months' progress.</p>	Monitor attendance of parents Feedback (directly from the event and in the annual survey)	KH, FB	after specific events and July 2019

	learning activities that can be used at home) parent workshops				
Total budgeted cost					£2,593

Review of expenditure				
Desired outcome	Reviewed impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost	
1	<p>Improved oral language skills for pupils eligible for PP. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i></p>	<p>We met the success criteria. 2/3 of disadvantaged pupils left EY with a good level of development.</p>	<p>We will continue. In order to make our speech and language provision more effective, and to intervene as early as possible, we plan to screen the majority of F2 children within the first term. Group work interventions will then begin and referrals made for further support if felt appropriate.</p>	£4,105
2	<p>Increased opportunities for cultural and curriculum visits / experiences funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i></p>	<p>We met the success criteria for enriching the learning experiences. Pupil feedback for the visits and experiences was very good. It was clear not just from their prompted comments but their enthusiasm and sense of joy that the experiences are worthwhile. The experiences benefited other pupils, too.</p>	<p>We will continue. The Real Friends visit to school was especially good so we will continue to seek out experiences that link to Living and Learning.</p>	£973
3	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment. Ensure Maths features in the provision to tackle weaker outcomes in this subject. <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p>We partially met the success criteria. Whilst the proportions working at age related expectations tracked in Year 4 and 6 (above) have not increased, other internal assessment data does indicate children making accelerated progress. On average 33% of disadvantaged children made progress greater than expected in reading and writing and 1 in 5 in maths.</p>	<p>We will continue but with a different approach. Teachers will use a different way to identify and target disadvantaged children. Taking a more strategic and rigorous approach, we will provide teaching assistants with greater professional development.</p>	£3,884 + 15% of TA expenditure £37,741
4	<p>Through greater awareness of meta-cognition, children are more effective learners. <i>We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of their learning behaviour.</i></p>	<p>We met the success criteria. Ofsted rated the 'Quality of teaching, learning and assessment' as good and 'Personal development, behaviour and welfare' as good. 'Pupils know how to be successful learners.'</p>	<p>We will continue. To include reference to the 8 Rs for learning when observing lessons. We will continue to insist learning behaviour is excellent by monitoring the warnings within class.</p>	£3,040
5	<p>Increased attendance rates for pupils eligible for PP. <i>We will evaluate impact by monitoring attendance data.</i></p>	<p>We did not meet the success criteria. Disadvantaged attendance 17 - 18 92.79% Disadvantaged attendance 18 - 19 92.44% Two disadvantaged pupils with significant, chronic illnesses skewed this data.</p>	<p>We will continue but with a different approach. It is essential that we improve the attendance of disadvantaged children. New attendance letters to be sent at regular points in the year. Early meetings with HoS to discuss attendance issues.</p>	£80

6	<p>Parents are more engaged and involved in their child's learning. Children can be more effectively supported at home. <i>We will evaluate impact by monitoring engagement in school life such as attendance at learning workshops, and by viewing any available feedback in annual surveys.</i></p>	<p>We partially met the success criteria. Attendance at parent workshops was disappointing especially amongst disadvantaged children</p>	<p>We will continue but with a different approach. 2019 -2020 we will hold year group information evenings and have childcare available.</p>	£1,789
Actual cost				£51,612

Additional detail

Any additional information which we have used to inform the statement above.

Our full strategy document can be found online at:
<https://www.scholeselmet.leeds.sch.uk/find-out/pupil-premium/>