

PUPIL PREMIUM STRATEGY STATEMENT REVIEW

| 1. Summary information | | | | | |
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| School | Tacolneston CE VA Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £16,480 | Date of most recent PP Review | 7.18 |
| Total number of pupils | 105 | Number of pupils eligible for PP | 7 | Date for next internal review of this strategy | 2.19 |

| Attainment July 2018 | | |
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| | <i>Pupils eligible for PP who are reaching ARE (your school)</i> | <i>Pupils not eligible for PP who are reaching ARE (national average)</i> |
| KS2 Reading (1 pupil) | 0% | 80% |
| KS2 Writing (1 pupil) | 0% | 60% |
| KS2 Maths (1 pupil) | 0% | 67% |
| Year 5 Reading (1 pupil with SEN) | 0% | 73% |
| Year 5 Writing (1 pupil with SEN) | 0% | 73% |
| Year 5 Maths (1 pupil with SEN) | 0% | 73% |
| Year 4 Reading (5 pupils (3 SEN)) | 40% | 82% |
| Year 4 Writing (5 pupils (3 SEN)) | 40% | 73% |
| Year 4 Maths (5 pupils (3 SEN)) | 60% | 82% |
| Year 3 Reading (2 pupils (1 SEN)) | 50% | 77% |

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| Year 3 Writing (2 pupils (1 SEN)) | 50% | 54% |
| Year 3 Maths (2 pupils (1 SEN)) | 50% | 62% |
| KS1 Reading (0 pupils) | - | 62% |
| KS1 Writing (0 pupils) | - | 46% |
| KS1 Maths (0 pupils) | - | 62% |
| Y1 Phonics (1 pupil (1SEN)) | 0% | 92% |
| EYFS GLD (0 pupils) | - | 73% (Reading) |

| Attainment July 2019 | | |
|-----------------------------------|--|---|
| | <i>Pupils eligible for PP who are reaching ARE (your school)</i> | <i>Pupils not eligible for PP who are reaching ARE (national average)</i> |
| Year 6 Reading (1 pupil SEN) | 0% | 64% |
| Year 6 Writing (1 pupil SEN) | 0% | 57% |
| Year 6 Maths (1 pupil SEN) | 0% | 57% |
| Year 5 Reading (5 pupils – 3 SEN) | 40% | 63% |
| Year 5 Writing (5 pupils – 3 SEN) | 20% | 50% |
| Year 5 Maths (5 pupils – 3 SEN) | 40% | 69% |
| Year 4 Reading (2 pupils - 1 SEN) | 50% | 60% |

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| Year 4 Writing (2 pupils - 1 SEN) | 50% | 40% |
| Year 4 Maths (2 pupils - 1 SEN) | 50% | 47% |
| Year 3 Reading (0 pupils) | - | 50% |
| Year 3 Writing (0 pupils) | - | 54% |
| Year 3 Maths (0 pupils) | - | 62% |
| Year 2 Reading (2 pupils SEN) | 0% | 62% |
| Year 2 Writing (2 pupils SEN) | 0% | 46% |
| Year 2 Maths (2 pupils SEN) | 0% | 62% |
| Y1 Phonics (1 pupil SEN) | 0% | 71% |
| EYFS GLD (1 pupils) | 100% | 75% |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Poor confidence, resilience and independence

B. Poor language skills

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External barriers *(issues which also require action outside school, such as low attendance rates)*

C. Lack of pre-school provision in Tacolneston – pupils arriving from up to 9 different settings, which makes it difficult for school to collaborate with EYFS providers and ensure appropriate measures are in place to identify pupils and families who require additional support with communication and language skills.

| 4.Desired Outcomes | | Review July 2019 |
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| A. | <ul style="list-style-type: none"> • Pupils work independently • They discuss their learning with others • They overcome difficulties • They seek solutions to problems • They enjoy their learning • They feel proud of their progress | <ul style="list-style-type: none"> • Pupils' work outcomes show evidence of independent working • Lesson Observations, tracking and monitoring records etc. show evidence of independent working • CT and TA reports show evidence of behaviour for learning • Pupil Survey shows evidence of behaviour for learning • Pupils are making progress from their starting points. |
| B. | <ul style="list-style-type: none"> • Pupils are able to read with focused concentration for a period of time relevant to their age • Pupils are able to read for enjoyment and select engaging reading materials • Pupils respond enthusiastically to reading | <ul style="list-style-type: none"> • Lesson observations, tracking and monitoring records etc. show evidence of learning behaviours |

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| | <ul style="list-style-type: none"> • Pupils demonstrate understanding of what has been read and are able show inferential reading skills • Pupils are able to focus on writing tasks for a period of time relevant to their age • Pupils make good progress in their reading and writing | <ul style="list-style-type: none"> • CT and TA records and reports show evidence of reading behaviours and progress • Pupil task outcomes show evidence of comprehension abilities • Writing progress is measured via the Writing Portfolio every half-term • Pupils make progress from their starting points and this is recorded termly on Pupil Asset |
| C. | <ul style="list-style-type: none"> • School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning • Following the addition of a dedicated classroom base for EYFS pupils, teachers will have greater scope for identifying and targeting the individual needs of EYFS pupils. | <ul style="list-style-type: none"> • Disadvantaged pupils have targeted intervention plans to boost their learning on arrival in September • Lesson observations, tracking and monitoring records show evidence that adults are planning for and targeting the needs of individual pupils • We had one disadvantaged pupil in EYFS this year and he achieved a GLD at the end of the academic year |

5.Planned expenditure

Academic Year: 2018/19

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| QUALITY OF TEACHING FOR ALL | | | | |
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| Desired Outcome A | | | | |
| <ul style="list-style-type: none"> Pupils work independently They discuss their learning with others They overcome difficulties They seek solutions to problems They enjoy their learning They feel proud of their progress | | | | |
| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <ul style="list-style-type: none"> Ensure that the learning environment is designed for independent work and behaviours Adults stand back once the pupil has the tools and knowledge to complete tasks Talk for learning is applied across all areas eg. whole class and group discussions; peer to peer talk – learning partners; use of | Education Endowment Foundation: <ul style="list-style-type: none"> Purposeful speaking and listening activities support the development of pupils' language capability (progress = > 5 months) and provides a foundation | <ul style="list-style-type: none"> Learning walks/observations focus on and seek evidence of implementation of these strategies PP strategy is kept under review in Staff Meetings and Governor Meetings | SLT | Half-termly via SLT meetings and termly Tracking meetings with CT's |

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| <p>buddies; Talk Boost intervention for EYFS; Talking Tins for KS1 pupils.</p> <ul style="list-style-type: none"> • Behaviours for learning (meta-cognition and self-regulation) are discussed and agreed with pupils • Behaviours for learning are incorporated within lesson planning and are the expectation of all adults • Maths Mastery pedagogy applied across all subjects • Friday afternoons for Creative Curriculum (KS2) and Outdoor Learning (KS1). This will give opportunities for problem solving with younger and older peers and lead to higher level engagement with learning. • The Friday afternoon curriculum will enhance enjoyment of learning by giving opportunities for high quality teaching of computing (robotics); STEM activities; Drama; Dance; Art, Music and Outdoor activities. | <p>for thinking and communication</p> <ul style="list-style-type: none"> • High-quality structured interventions have a positive impact on progress. • Mastery learning is shown to make a difference of >5 • EEF has identified that meta-cognition and self-regulation increases progress by >8 months • Growth mindset work carried out by Carol Dweck • Enquiry Based learning theory – Jerome Bruner’s constructivist view of teaching and how children make sense of their learning | <ul style="list-style-type: none"> • Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors • Parent views are sought through evaluations and Parent Forum | | |
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| <ul style="list-style-type: none"> Communicate required behaviours for learning to parents via parent meetings and school communications | <ul style="list-style-type: none"> EEF: High quality feedback makes a difference to pupil progress of >8 months. | | | |
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| Desired Outcome B | | | | |
| <ul style="list-style-type: none"> Pupils are able to read with focused concentration for a period of time relevant to their age Pupils are able to read for enjoyment and select engaging reading materials Pupils respond enthusiastically to reading Pupils demonstrate understanding of what has been read and are able show inferential reading skills Pupils are able to focus on writing tasks for a period of time relevant to their age Pupils make good progress in their reading and writing | | | | |
| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <ul style="list-style-type: none"> High quality reading materials are available to all pupils <p>Cost: Books to be purchased with funds raised by FOTS</p> | <ul style="list-style-type: none"> High quality texts engage pupils in reading and aid the development of reading habits | <ul style="list-style-type: none"> Strategies are included within the FDIP and 8 Week Development Foci Learning walks/observat | SLT | Half-termly via SLT meetings and termly Tracking meetings with CT's |

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| <ul style="list-style-type: none"> Library sessions are timetabled for all classes Reading Cloud software is used to provide pupils and families with access to library information and book reviews etc. High Quality teaching and assessment of reading and writing ensures all pupils make progress from their starting points <p>Cost: Work with English Advisor to improve Guided Reading and planning for Guided Reading £500</p> <p>Training teachers to developing reading comprehension skills : £1000</p> <ul style="list-style-type: none"> Pupils given access to story tellers – teachers in class and | <ul style="list-style-type: none"> Becoming a user of libraries ensures access to quality texts and develops reading behaviours and habits | <p>ions focus on and seek evidence of implementation of these strategies</p> <ul style="list-style-type: none"> PP strategy is kept under review in Staff Meetings and Governor Meetings Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors Parent views are sought through evaluations | | |
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| during whole school story time on Mondays | | and Parent Forum | | |
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| Desired Outcome C | | | | |
| <ul style="list-style-type: none"> School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning Following the addition of a dedicated classroom base for EYFS pupils, teachers will have greater scope for identifying and targeting the individual needs of EYFS pupils. | | | | |
| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <ul style="list-style-type: none"> Visits to nurseries and pre-schools are carried out by the EYFS teacher and SENDCo early in the Summer Term to ascertain and plan for individual needs Families are invited into school prior to the September start date eg. Christmas plays; Easter Egg hunt; Sports Day, Play Days, Parent Open Evenings New classroom is furnished and equipped to ensure that | <ul style="list-style-type: none"> Forward planning can ensure that pupils make a positive start to school life and hence rapid progress from their starting points Children make greater progress when schools and families work together Mixed-age teaching presents a greater challenge when trying to plan for individual needs particularly where the | <ul style="list-style-type: none"> By arranging for staff to have time to carry out visits Lesson drop-ins and work scrutiny | SLT | <ul style="list-style-type: none"> SLT meetings and Tracking meetings with CT and SENDCo |

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| pupils have access to high quality learning resources. <ul style="list-style-type: none"> EYFS pupils make good progress from their baseline starting point | curriculum crosses the boundary of EYFS and Year 1. | | | |
| Total Budgeted Cost | | | | £1,500 |

TARGETED SUPPORT

Desired Outcome A

- Pupils work independently
- They discuss their learning with others
- They overcome difficulties
- They seek solutions to problems
- They enjoy their learning
- They feel proud of their progress

| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <ul style="list-style-type: none"> Children with specific learning | Education Endowment Foundation: | <ul style="list-style-type: none"> Interventions will be based upon SMART targets; pupils will | SLT | <ul style="list-style-type: none"> At the end of each |

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| <p>needs will have extra support; resources and intervention teaching</p> <ul style="list-style-type: none"> • Children who are lagging behind in maths to have Third Space online tuition • PP Mentors meet with their PP pupil(s) regularly to gauge how they are feeling about their learning and progress • Member of the support team to deliver the 'Talk Boost' intervention strategy | <ul style="list-style-type: none"> • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication • High-quality structured interventions have a positive impact on progress (> 5 months) • Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials (EEF: > 5 months) | <p>undergo base-line measurement and progress will be measured after a 6 to 8 week intervention period.</p> <ul style="list-style-type: none"> • Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps. | | <p>intervention programme</p> <ul style="list-style-type: none"> • Half-termly via SLT meetings and termly Tracking meetings with CT's |
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| <p>Costs: TA x 5 hours per week @ £9.69 per hour x 5 x39 = £1889.55</p> <p>Third Space Online Learning £1,881 for 3 terms x 3 pupils from Y4/5/6</p> <p>TA Talk Boost intervention 1 hour per week @ £9.69 x 39 = £377.91 pa</p> | | | |
| <p>Desired Outcome B</p> <ul style="list-style-type: none"> • Pupils are able to read with focused concentration for a period of time relevant to their age • Pupils are able to read for enjoyment and select engaging reading materials • Pupils respond enthusiastically to reading • Pupils demonstrate understanding of what has been read and are able show inferential reading skills • Pupils are able to focus on writing tasks for a period of time relevant to their age • Pupils make good progress in their reading and writing | | | |

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| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|------------|---|
| <ul style="list-style-type: none"> • Children with specific learning needs will have extra support; resources and intervention teaching • Volunteers and staff to read to pupils one to one and in small groups • Children who are struggling with writing will have access to computer writing aids (Clicker) • Children in Y3/4 will have a reading comprehension | <ul style="list-style-type: none"> • High-quality structured interventions have a positive impact on progress (> 5 months) • Children will make rapid improvements to their language acquisition with good role modeling, opportunities for talk and sharing of high quality texts and materials (EEF: > 5 months) • EEF highlights that research has shown that reading comprehension strategies are particularly effective with children aged 8+ | <ul style="list-style-type: none"> • Interventions will be based upon SMART targets; pupils will undergo base-line measurement and progress will be measured after a 6 to 8 week intervention period. • Discussions will take place between the teaching staff and the Leadership Team to decide upon next steps. | SLT | <ul style="list-style-type: none"> • At the end of each intervention programme • Through the weekly SLT meetings and Staff meetings |

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| <p>intervention: Code X</p> <ul style="list-style-type: none"> • Beanstalk Volunteer to work with 3 pupils for 1 1/2 hours per week <p>Costs: TA 1:1 and group interventions – 10 hours per week (£9.78 x 10 = £97.80 per week) x 39 = £3814.20 pa</p> <p>Beanstalk Volunteer for 3 pupils = £214 x 3 = £642</p> | <p>(> 5 months progress)</p> | | |
| <p>Desired Outcome C</p> <ul style="list-style-type: none"> • School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning | | | |

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- Following the addition of a dedicated classroom base for EYFS pupils, teachers will have greater scope for identifying and targeting the individual needs of EYFS pupils.

| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|------------|--|
| <ul style="list-style-type: none"> • Engage with specific families and outside agencies, where the need arises, prior to arrival in Reception • Purchase specific resources where the need arises <p>Budget for specific resources £200</p> | <ul style="list-style-type: none"> • Knowledge of early years interventions will ensure consistency of approach which will lead to a successful and supportive start to school | <ul style="list-style-type: none"> • By arranging for staff to have time to carry out visits • Pupil observations and close tracking of progress | SLT | <ul style="list-style-type: none"> • October 2018 |
| Total Budgeted Cost | | | | £8,804.66 |

OTHER APPROACHES

Desired Outcome A

- Pupils work independently

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| <ul style="list-style-type: none"> • They discuss their learning with others • They overcome difficulties • They seek solutions to problems • They enjoy their learning • They feel proud of their progress | | | | |
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| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <ul style="list-style-type: none"> • Ensure that disadvantaged pupils are able to access all trips and residential courses by subsidising the costs for them • Give pupils opportunities to have musical instrument lessons • Run a gardening • Identify pupils who require subsidies in order to attend sports activities | <ul style="list-style-type: none"> • Pupils develop independence by taking part in clubs, residential and day trips and, as a consequence enjoy and feel proud of themselves • When taking part in trips and residential, pupils have opportunities to take part in problem solving activities that can't be accessed within the confines of the classroom and school • Learning an instrument is shown to enhance thinking and problem | <ul style="list-style-type: none"> • Ensure subsidies are targeted where needed through discussions with parents and via the PP Mentors. | HT | <ul style="list-style-type: none"> • At the end of each trip / residential • Half-termly club participation and music tuition |

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| <p>Costs:</p> <p>Isle of Wight Residential @ £285 for 6 pupils = £1710</p> <p>Eaton Vale Residential @ £130 for 2 pupils = £260</p> <p>Music tuition based upon 3 pupils @ £8 per week each x 39 = £936</p> <p>Multi-skills Club fees (2 pupils @ £2 per session x 39 = £156</p> | <p>solving skills as well as to improve concentration and instil a love of music</p> | | | |
| <p>Desired Outcome B</p> <ul style="list-style-type: none"> • Pupils are able to read with focused concentration for a period of time relevant to their age • Pupils are able to read for enjoyment and select engaging reading materials • Pupils respond enthusiastically to reading • Pupils demonstrate understanding of what has been read and are able show inferential reading skills • Pupils are able to focus on writing tasks for a period of time relevant to their age • Pupils make good progress in their reading and writing | | | | |
| <p>Chosen action / approach / cost</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>As above including:</p> <p>Purchase tablets to provide apps for practice of language skills</p> <p>Costs:</p> <p>4 laptops (@ £300 = £1200)</p> <p>4 tablets (1 per class) @ £120 = £480</p> <p>APPs x 3 @ £100 each = £300</p> | <ul style="list-style-type: none"> • Learning an instrument improves focus and concentration and language skills • Greater demands are placed on pupils comprehension when they attend clubs, trips and residential visits • Pupils are given wider contexts for language based work • High quality online resources supports and consolidates learning | <p>As above</p> | <p>As above</p> | <p>As above</p> |
| <p>Desired Outcome C</p> <ul style="list-style-type: none"> • School has good links with all pre-school settings enabling us to gather important information to help us to support pupils' and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning | | | | |

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- Following the addition of a dedicated classroom base for EYFS pupils, teachers will have greater scope for identifying and targeting the individual needs of EYFS pupils.

| Chosen action / approach / cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <ul style="list-style-type: none"> • Run parent sessions to help parents to support their children's learning <p>Cost of supply cover to release EYFS teacher for 2 days = £400</p> <ul style="list-style-type: none"> • Governors to set up a working party to investigate pre-school | <ul style="list-style-type: none"> • Familiarity with school will help children and families to make a positive start to school life and hence rapid progress from their starting points • Governor working party will identify future strategy and costs | <ul style="list-style-type: none"> • Provide time for EYFS teacher to plan and run sessions (3 x 1 hour across the year) • Arrange governor working party meetings | SLT; governors | <p>Following each parent session – use parent evaluation forms</p> <p>FGB</p> |

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| provision in future | | | | |
| | | | Total Budgeted Cost | £4,442 |
| | | | Total budgeted cost for quality teaching, targeted support and other approaches | £15,746.66 |