



# Beeston Rylands Junior School

## PUPIL PREMIUM STRATEGY STATEMENT

| 1. Summary Information |             |                                  |                  |  |     |
|------------------------|-------------|----------------------------------|------------------|--|-----|
| Academic Year          | 2018-19     | Total PP Budget                  | £58,080 2018-19  | Date of most recent PP review                  | n/a |
| Total Number of Pupils | 170 on role | Number of pupils eligible for PP | 44 2018-19 (27%) | Date for next internal review of this strategy |     |

| 2. Current Attainment   |   |  |
|---|---|--|
|   | Pupils eligible for PP at Beeston Rylands   | Pupils not eligible for PP nationally  |
| % achieving the expected standard in reading, writing and maths | 67 % ( 0 % at the combined higher level of 110+ in Rdg & Maths & greater depth in writing ) | 92% ( 23% at the combined higher level of 110+ in Rdg & Maths & greater depth in writing ) |
| % achieving the expected standard in reading                    | 67% ( 33% at the higher level of 110+ )   | 92% ( 42% at the higher level of 110+ )  |
| % achieving the expected standard in writing                    | 75% ( 17% at greater depth )  | 96% ( 27% at the higher level of 110+ )  |
| % achieving the expected standard in maths                      | 75% ( 8% at the higher level of 110+ )  | 96% ( 54% at the higher level of 110+ )  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high-ability) |  |
|---|--|
| <b>In-school barriers</b>   |  |
| A.  | In 2018, end of KS2 progress for DPs showed +2.1 for reading, +0.8 for mathematics, + 0.8 for writing. For years 3, 4, and 5, (end of academic year 2017-18) current school data shows that DPs are not making the same progress as our no DPs. In order to improve DPs progress and attainment and to bring it in line with national averages, their progress needs to be accelerated.  |
| B.  | In 2018, DP pupils achieved 3% above the national average for combined Reading, Writing and Maths achievement at the end of KS2. No DP child achieved the combined higher standard compared to 10% nationally. For years 3,4, and 5 (end of academic year 2017-18) DPs are making less progress than other high ability pupils across KS2 and this will prevent them from achieving the higher level of combined achievement at the end of KS 2. |
| C.  | Factors affecting emotional health and well-being are more likely to be an issue for DPs. This can have a detrimental effect on behaviour and academic progress for some of these pupils.  |
| D.  | Overall our DP pupils do not have as wide a vocabulary and an understanding of language as do our non DPs.   |
| <b>External barriers</b>  |  |
| D.  | DP's parents are less likely to support the completion of homework and encourage reading at home. Our DPs have less enriching experiences.   |
| E.  | In 2016-17, absence for all children was 3.2% with ever6 at 4.6% ( both these figures were below the national average) 4.0% for all children and 5.5% for  |

|    |  |
|----|--|
| E6 | Persistent absence was 4.4% for E6 compared with 15.7% for E6 nationally |
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#### 4. Desired Outcomes

|    | Desired outcomes and how they will be measured  | Success Criteria   |
|----|---|--|
| A. | Higher rates of progress for all DPs 33% of DPs to make accelerated progress in all Yrs. 3 - 6 inclusive  | DPs make as much progress throughout KS2 as non DPs pupils. Their progress will be monitored every half term and intervention/provision provided as necessary.   |
| B. | 22% of DPs, who achieved a Level 2a/3 at KS1 achieve the higher standard/greater depth in Yr 6 & 33% who entered at the higher KS 1 standard in Yrs 3-5   | DPs identified as higher ability make as much progress throughout KS2 as non DPs pupils identified as higher ability. Their progress will be monitored every half term and intervention/provision provided as necessary.   |
| C. | The emotional health and well-being of DPs is supported. Through the monitoring of DPs in lessons and teachers using the none negotiables an improvement in their Learning behaviour is observed and recorded | Fewer behaviour incidents are recorded for these pupils.<br>Identified vulnerable DPs receive external support from Think Children or TLG.<br>Identified vulnerable DPs receive "Welcome Back" breakfast club on a Monday morning or daily "Meet & Greet"<br>Monitoring sheets of enabling and inhibiting features of DPs learning behaviour   |
| D. | Ensure DP's read daily so 33% of DPs to make accelerated progress in Yrs. 3 - 6   | PP co-ordinator to monitor Planners and class records to check regularity of reading.<br>Teachers will set individual targets for DPs who do not read regularly at home.<br>Teachers will ensure all reading volunteers are targeted at DPs to ensure they are heard read regularly.<br>Teachers to target DP children on a 4-6 week cycle to ensure they have 1:1 reading in ERIC time 1-15pm |
| E. | Overall attendance and % of persistent absence for DPs is the same as non DPs and is better than national averages  | Continue current practice.<br>Overall DP attendance rate measured at 96.1% or more and less than 8.8% persistent absentees.<br>Decreased % in "lost minutes" of learning   |

**Cohort Assessment Summary**  
**Progress and Attainment – May 2019 Y6**

This year group were broadly in line/just below the national average at the end of KS1 in:-

- Reading
- Writing
- Maths

| 2018 National EXS   | May 2019 | At EXS | Boys at EXS | Girls at EXS | DPS at EXS (9) | Non DPS at EXS |
|---------------------|----------|--------|-------------|--------------|----------------|----------------|
| 75%                 | Reading  | 29-78% | 21-75%      | 8-89%        | 7-64%          | 22-85%         |
| 78%                 | Writing  | 30-81% | 22-79%      | 8-89%        | 7-64%          | 23-88%         |
| 76%                 | Maths    | 28-73% | 21-75%      | 6-67%        | 5-54%          | 22-85%         |
| 78%                 | SPAG     |        |             |              |                |                |
| 64%                 | Combined | 25-68% |             |              | 5-54%          |                |
| 2018 National HS/GD |          | At GD  | Boys at GD  | Girls at GD  | DPS at GD (9)  | Non DPS at GD  |
| 28%                 | Reading  | 7-19%  | 5-18%       | 2-22%        | 1-9%           | 6-23%          |
| 20%                 | Writing  | 2-5%   | 1-4%        | 1-11%        | 0              | 2-8%           |
| 24%                 | Maths    | 7-19%  | 7-25%       | 0            | 1-9%           | 6-23%          |
| 34%                 | SPAG     |        |             |              |                |                |
| 10%                 | Combined | 1-3%   |             |              | 0              |                |

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| above national                           |
| below national but 0 child difference    |
| below national but -1 child difference   |
| below national but -2 or more difference |

• ***This cohort has 29 boys, 9 girls and 6 SEN children. 3 out of 11 DPs are SEN***

- Attainment is above or broadly in line with 2018 KS2 national average in all areas at EXS
- Attainment is below 2018 KS2 national averages for all in all areas at GD
- The cohort has 76% boys 24% girls – this makes comparison of boys and girls unreliable
- **DPS pupils continue to be the lowest attaining group They are broadly in line with 2018 national averages in reading EXS. They are below national in writing and maths at EXS and in all areas at GD. They are lower than 2018 national averages for non DPs by 1 child in writing EXS, 2 children in maths EXS. They are lower by 1 child at GD in maths and by 2 children in reading and writing.**

## Progress and Attainment – May 2019 Y5

This year group were broadly in line with national average at the end of KS1 in:-

- Reading

This year group were below national average at the end of KS1 in-

- Writing
- Maths

| 2016 KS1 National EXS |         | At EXS | Boys at EXS | Girls at EXS | DPS at EXS (12) | Non DPS at EXS |
|-----------------------|---------|--------|-------------|--------------|-----------------|----------------|
| 74%                   | Reading | 32-74% | 16-70%      | 16-80%       | 8-57%           | 24-83%         |
| 65%                   | Writing | 27-63% | 13-57%      | 14-70%       | 4-29%           | 23-79%         |
| 73%                   | Maths   | 28-65% | 15-65%      | 13-65%       | 7-50%           | 21-72%         |
| 2016 KS1 National GD  |         | At GD  | Boys at GD  | Girls at GD  | DPS at GD (12)  | Non DPS at GD  |
| 24%                   | Reading | 11-26% | 5-22%       | 6-30%        | 0%              | 11-38%         |
| 13%                   | Writing | 8-19%  | 4-17%       | 4-20%        | 0%              | 8-28%          |
| 28%                   | Maths   | 9-21%  | 8-35%       | 1-5%         | 0%              | 9-31%          |

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| above national                           |
| below national but 0 child difference    |
| below national but -1 child difference   |
| below national but -2 or more difference |

- Attainment is broadly in line with 2016 KS1 national averages for all in reading, writing and maths at EXS and GD
- Attainment is broadly in line with 2016 KS1 national averages for boys at EXS in reading and maths and all areas at GD
- Attainment is broadly in line with 2016 KS1 national averages for girls in all areas at EXS and in reading and writing at GD
- Attainment is below 2016 KS1 national averages in writing and maths at EXS for DPS
- Attainment is below 2016 KS1 national averages for all and girls in maths at GD; and in all areas for DPS at GD
- **DPS pupils continue to be the lowest attaining group .**
- Girls attained higher than boys at reading and writing at EXS and GD
- Boys attained higher than girls at maths at EXS and GD
- 98% have made good progress in reading; 95% in writing and maths.
- 100% of DPS made good progress in reading and maths – 1 child has not in writing
- 14% (14% DPS) have made accelerated progress (moved an assessment grade e.g. below to AT or AT to GD) in reading, 9% (7% DPS) in writing and 12% (14% DPS) in maths
- 19% (14% DPS) have made very good progress (moved an assessment band e.g. below to towards) in reading, 16% (14% DPS) in writing and 23% (21% DPS) in maths

## Progress and Attainment – May 2019 Y4

This year group above the national average at the end of KS1 in-

- Reading
- Maths
- Writing

| 2017 KS1 National EXS |         | At EXS | Boys at EXS | Girls at EXS | DPS at EXS (12) | Non DPS at EXS |
|-----------------------|---------|--------|-------------|--------------|-----------------|----------------|
| 76%                   | Reading | 42-84% | 23-85%      | 19-83%       | 9-75%           | 33-87%         |
| 68%                   | Writing | 39-78% | 19-70%      | 20-87%       | 8-67%           | 31-82%         |
| 75%                   | Maths   | 42-84% | 22-81%      | 20-87%       | 8-67%           | 34-89%         |
| 2017 KS1 National GD  |         | At GD  | Boys at GD  | Girls at GD  | DPS at GD (12)  | Non DPS at GD  |
| 25%                   | Reading | 16-32% | 6-22%       | 10-43%       | 2-17%           | 14-37%         |
| 16%                   | Writing | 11-22% | 4-15%       | 7-30%        | 2-17%           | 9-24%          |
| 21%                   | Maths   | 14-28% | 6-22%       | 8-35%        | 3-25%           | 11-29%         |

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|--|
| above national                           |
| below national but 0 child difference    |
| below national but -1 child difference   |
| below national but -2 or more difference |

- Attainment continues to be above or in line with 2017 KS1 national averages for all groups in all areas with exception of DPS
- **DPS pupils continue to be the lowest attaining group**
- Girls attained higher than boys at writing and maths and GD reading,
- 98% have made good progress in reading and 96% in maths & writing; 100% of DPS made good progress in Literacy and 98% in Maths.
- 4% (8% DPS) have made accelerated progress (moved an assessment grade e.g. below to AT or AT to GD) in reading, 6% (8% DPS) in writing and 12% (8% DPS) in maths

This year group above the national average at the end of KS1 in-

- Reading
- Maths
- Writing

| 2018 KS1 National EXS |         | At EXS | Boys at EXS | Girls at EXS | DPS at EXS (12) | Non DPS at EXS |
|-----------------------|---------|--------|-------------|--------------|-----------------|----------------|
| 75%                   | Reading | 39-85% | 24-83%      | 15-88%       | 12-75%          | 27-90%         |
| 70%                   | Writing | 38-83% | 23-79%      | 16-89%       | 11-69%          | 27-90%         |
| 76%                   | Maths   | 40-87% | 25-86%      | 17-89%       | 10-83%          | 30-88%         |
| 2018 KS1 National GD  |         | At GD  | Boys at GD  | Girls at GD  | DPS at GD (12)  | Non DPS at GD  |
| 26%                   | Reading | 14-30% | 7-24%       | 7-42%        | 3-19%           | 11-37%         |
| 16%                   | Writing | 6-13%  | 3-10%       | 3-18%        | 1-6%            | 5-17%          |
| 22%                   | Maths   | 12-26% | 8-28%       | 4-24%        | 3-25%           | 9-26%          |

|  |
|--|
| above national                           |
| below national but 0 child difference    |
| below national but -1 child difference   |
| below national but -2 or more difference |

- Attainment continues to be above or in line with 2018 KS1 national averages for all groups in all areas except DP **(English)GD and boys GD writing**
- DPs are in line with national in all subjects for EXS and GD in Maths
- **DPS pupils continue to be the lowest attaining group**
- Girls attainment is roughly the same or greater than boys at EXS and GD maths/ exceeds boys in literacy GD
- 96% (2 chn) have made good progress in reading, 98% writing have made good progress in writing, 100% in maths; 93% DPs have made good progress in Reading & writing, 100% in Maths.
- 2 children has crossed from GD to EXS in reading(1DP)

| Class  | Number of children that have moved up at least 1 reading band | Percentage of children that have moved up at least 1 reading band | Number of DPs that have moved up at least 1 reading band | Percentage of DPs that have moved up at least 1 reading band | Number of non-DPs that have moved up at least 1 reading band | Percentage of non-DPs that have moved up at least 1 reading band | Difference between non-DPs and DPs |
|--------|---|---|--|--|--|--|------------------------------------|
| Ash    | 26  | 90%   | 8  | 89%  | 19   | 95%  | -6%                                |
| Birch  | 23  | 72%   | 6  | 67%  | 19   | 83%  | -16%                               |
| Pine   | 2   | 6%  | 1  | 17%  | 1  | 4%   | +13%                               |
| Maple  | 20  | 71%   | 6  | 75%  | 14   | 74%  | +1%                                |
| Willow | 17  | 65%   | 4  | 67%  | 13   | 68%  | -1%                                |
| Oak    | 10  | 43%   | 4  | 67%  | 6  | 35%  | +32%                               |

**Reading Impact December 2018 – March 2019**

| Class  | Number of children that have moved up at least 1 reading band | Percentage of children that have moved up at least 1 reading band | Number of DPs that have moved up at least 1 reading band | Percentage of DPs that have moved up at least 1 reading band | Number of non-DPs that have moved up at least 1 reading band | Percentage of non-DPs that have moved up at least 1 reading band | Difference between non-DPs and DPs |
|--------|---|---|--|--|--|--|------------------------------------|
| Ash    | 8   | 28%   | 2  | 7%   | 6  | 19%  | -12%                               |
| Birch  | 24  | 75%   | 5  | 56%  | 19   | 59%  | -3%                                |
| Pine   | 18  | 56%   | 3  | 43%  | 15   | 47%  | -4%                                |
| Maple  | 19  | 63%   | 5  | 55%  | 12   | 40%  | +15%                               |
| Willow | 8   | 30%   | 1  | 13%  | 7  | 26%  | -13%                               |
| Oak    | 9   | 39%   | 2  | 30%  | 7  | 30%  | 0                                  |

### Beeston Rylands Junior School Overall Absence

|                  |                    |                   |                      |                      |              |              |
|------------------|--------------------|-------------------|----------------------|----------------------|--------------|--------------|
| National 2017/18 | All Aut 2018 (174) | DPs Aut 2018 (46) | All Spr 2019 31/1/19 | DPs Spr 2019 31/1/19 | All Sum 2019 | DPs Sum 2019 |
| 4.2%             | <b>2.9%</b>        | <b>4.1%</b>       | <b>3.2%</b>          | <b>4.3%</b>          |              |              |

### Beeston Rylands Junior School Persistent Absenteeism

|                  |                    |                   |                      |                      |              |              |
|------------------|--------------------|-------------------|----------------------|----------------------|--------------|--------------|
| National 2017/18 | All Aut 2018 (174) | DPs Aut 2018 (46) | All Spr 2019 31/1/19 | DPs Spr 2019 31/1/19 | All Sum 2019 | DPs Sum 2019 |
| 9.6%             | <b>9.8%</b>        | <b>17.4%</b>      | <b>8.0%</b>          | <b>15.2%</b>         |              |              |

| Strengths  | Areas of Development/Concern  |
|--|---|
| <ul style="list-style-type: none"> <li>Absence is better/less than the 2017/18 national average for all</li> </ul> | <ul style="list-style-type: none"> <li>DPs absence is broadly in line with the 2017/18 national average for all</li> <li>Persistent absenteeism is broadly in line with the 2017/18 national average for all</li> <li>DPs persistent absenteeism is worse/more than the 2017/18 national average for all</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Weekly report of persistent absenteeism and relevant texts/letters/phone calls</li> </ul> |

## 5. Planned Expenditure 2018-19

### What is the evidence and rationale for our planned expenditure?

#### Principles

- There will be no compromise on high expectations for our DPs
- We will challenge family history and not allow it to reduce our expectations
- We will expect more than ever before of our DPs



- We will go the extra mile for our DPs

The focus on DPs for quality first teaching and the interventions provided are based on current research evidence including The Teaching and Learning Tool kit from the Education Endowment Foundation

Our recent (March 2018) Ofsted inspection states the next step for the school is the following:-

Leaders and those responsible for governance should ensure that:

- the recent focus on improving the outcomes for disadvantaged pupils becomes firmly embedded, so that differences between the achievement of these pupils and their peers are diminished further, particularly in reading and mathematics

| Resource  | Unit Cost                       | Total  | Percentage | Number of Pupils | Intended impact                                   | Actual Impact |
|---|---------------------------------|--------|------------|------------------|---|---------------|
| <b>First class quality teaching and targeted support</b>  |                                 |        |            |                  |   |               |
| Teacher & TA support -reading 1:1 readers and guided reading to improve overall reading ability to develop their wider vocabulary, language and comprehension | £1050 per pupil for 44 children | £46200 | 79.5%      | 44               | Accelerate progress and improve attainment of DPs |               |
| Teacher & TA support -writing to improve overall reading ability to develop their wider vocabulary, language and sentence structure                           |                                 |        |            |                  | Accelerate progress and improve attainment of DPs |               |
| Teacher & TA support -maths To improve overall maths ability by developing their mathematical   |                                 |        |            |                  | Accelerate progress and improve attainment of DPs |               |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
| vocabulary and language understanding in order to reason and problem solve   |  |  |  |  |   |  |
| To improve social, emotional and learning behaviour along with resilience through breakfast club & 1:1 support                                 |  |  |  |  | Improved learning behaviour for DPs               |  |
| SLT to monitor the implementation of the non negotiables for first class quality teaching for DPs and feedback to staff                        |  |  |  |  | Improved learning behaviour for DPs               |  |
| Staff to engage in CPD opportunities to develop effective strategies for closing the gap for DPs (Staff meeting time and any external courses) |  |  |  |  | Accelerate progress and improve attainment of DPs |  |

| Other approaches  |   |        |       |                |  |  |
|---|---|--------|-------|----------------|--|--|
| Uniform   | £153.4  | £1750  | 11.6% | 44             | Improved self-confidence and self-esteem   |  |
| Trips   |   | £3,000 |       |                | Improved self-confidence, self-esteem and enrichment experience<br>Improved vocabulary and wider understanding of language |  |
| After school clubs  |   | £2,000 |       |                | Improved self-confidence, self-esteem and enrichment experience<br>Improved vocabulary and wider understanding of language |  |
| Virtual Class-3 <sup>rd</sup> Space Learning ( maths 1:1 provision) | £907.5 each ( including TA £15.50 x 39 hours over the year calculated within unit cost) | £3630  | 6.3%  | 4              | Improved confidence, resilience, progress and attainment in maths  |  |
| Think Children  | £167  | £1,500 | 2.6%  | 3 per term = 9 | Improved social, emotional and learning behaviour along with resilience  |  |
| TLG Beeston Free Church   |   |        |       | 4 per year     | Improved social, emotional and learning behaviour along with resilience  |  |

## 5. Planned Expenditure 2017-18

### What is the evidence and rationale for our planned expenditure?

#### Principles

- There will be no compromise on high expectations for our DPs
- We will challenge family history and not allow it to reduce our expectations
- We will expect more than ever before of our DPs
- We will go the extra mile for our DPs

The focus on DPs for quality first teaching and the interventions provided are based on current research evidence including The Teaching and Learning Tool kit from the Education Endowment Foundation

Our partner infant school, whom we have a collaboration agreement with, have recently had an in-depth pupil premium review and have applied the experience and outcomes from this to aid our decisions.

| Resource  | Unit Cost                  | Total      | Percentage | Number of Pupils | Intended impact                                   | Actual Impact  |
|---|----------------------------|------------|------------|------------------|---|--|
| <b>First class quality teaching and targeted support</b>  |                            |            |            |                  |   |  |
| Teacher & TA support -reading 1:1 readers and guided reading to improve overall reading ability to develop their wider vocabulary, language and comprehension | £1085 per pupil for 43 chd | £46,655.50 | 82.2%      | 43               | Accelerate progress and improve attainment of DPs | Reading =<br>% of DP children achieving ARE at the end of KS2 =67%<br>( 8% BELOW national)<br><br>% of DP children achieving the higher standard at the end of KS2 = 33%<br>( 8% above national) |
| Teacher & TA support -writing to improve overall reading ability to develop their wider vocabulary, language and sentence structure                           |                            |            |            |                  | Accelerate progress and improve attainment of DPs | Writing =<br>% of DP children achieving ARE at the end of KS2 =75%<br>( 3% BELOW national)<br><br>% of DP children achieving the higher standard at the end of KS2 = 17%<br>( 3% BELOW national) |

|   |  |  |  |  |  |   |
|---|--|--|--|--|--|---|
| <p>Teacher &amp; TA support -maths<br/>To improve overall maths ability by developing their mathematical vocabulary and language understanding in order to reason and problem solve</p> |  |  |  |  | <p>Accelerate progress and improve attainment of DPs</p> | <p>Maths =<br/>% of DP children achieving ARE at the end of KS2 =75%<br/>( 1% BELOW national)</p> <p>% of DP children achieving the higher standard at the end of KS2 = 8%<br/>( 16% BELOW national)</p>  |
| <p>To improve social, emotional and learning behaviour along with resilience through breakfast club &amp; 1:1 support</p>   |  |  |  |  | <p>Improved learning behaviour for DPs</p>               | <p>For those identified DPs - improved confidence from children along with social and emotional needs being addressed and met on a daily/ weekly basis before lessons begin. The children are more focussed and settled to learn from the start of the school day/ week.</p>  |
| <p>SLT to monitor the implementation of the non negotiables for first class quality teaching for DPs and feedback to staff</p>  |  |  |  |  | <p>Improved learning behaviour for DPs</p>               | <p>DPs receive high quality, First Class Teaching ( see OFSTED report) Evidence from observations and monitoring are collated and individual feedback and targets set for individual teacher are shared with appropriate staff members. These form part of their next monitoring cycle. Non-negotiables for DPs now need to become firmly embedded in daily classroom practices( OFSTED action point)</p> |
| <p>Staff to engage in CPD opportunities to develop effective strategies for closing the gap for DPs</p>   |  |  |  |  | <p>Accelerate progress and improve attainment of DPs</p> | <p>DPs receive high quality, First Class Teaching ( see OFSTED report)</p>  |

|   |   |                              |       |     |   |  |   |
|---|---|------------------------------|-------|-----|---|--|---|
| (Staff meeting time and any external courses)                       |   |                              |       |     |   |  |   |
| <b>Other approaches</b>   |   |                              |       |     |   |  |   |
| Uniform   | £151.16   | £1,500                       | 11.5% | All | Improved self-confidence and self-esteem                          | DPs have appropriate quality uniform. This ensures they feel an equal part of the school and improves their social and emotional behaviour.  |   |
| Trips   |   | £3,000                       |       |     |   | Improved self-confidence, self-esteem and enrichment experience<br>Improved vocabulary and wider understanding of language   | All DPs attended day visits where their wider experiences were met. For those who attended residential, improved social and emotional behaviour and resilience. DPs now being targeted to attend residential  |
| After school clubs  |   | £2,000                       |       |     |   | Improved self-confidence, self-esteem and enrichment experience<br>Improved vocabulary and wider understanding of language   | All DPs are invited to attend After School Clubs and have a say in which clubs they would like to be provided. After school clubs which have a monetary contribution ( ie Red Dance, Brownies ) are provided through pupil premium funding for those DPs who attend |
| Virtual Class-3 <sup>rd</sup> Space Learning ( maths 1:1 provision) | £776 each ( including TA £15.50 x 39 hours over the year calculated within unit cost) | £2,500<br>£604.15<br>Total = | 5.5%  | 4   | Improved confidence, resilience, progress and attainment in maths | All 4 children reached ARE in maths from starting point ( 2 began the academic year working below the standard and the other 2 were targeted to reach the higher standard) Out of the 2 targeted for the Higher Standard 1 achieved this. Progress scores were :<br><b>+6.39</b><br><b>+2.56</b> |   |

|                         |      |        |      |                |   |   |
|-------------------------|------|--------|------|----------------|---|---|
|                         |      |        |      |                |   | +2.46<br>-8.61  |
| Think Children          | £167 | £1,500 | 2.6% | 3 per term = 9 | Improved social, emotional and learning behaviour along with resilience | Improved confidence from children along with social and emotional needs being addressed. For those who were identified due to behavioural needs - behaviour in school continues to be consistently good. Children whose behaviour needs monitoring is shared with staff half termly |
| TLG Beeston Free Church |      |        |      | 4 per year     | Improved social, emotional and learning behaviour along with resilience | See Above   |

## 6. Review of Expenditure (2016-17)

| Resource  | Unit Cost   | Total              | Percentage | Number of Pupils | Intended impact  | Actual impact  |
|---|---|--------------------|------------|------------------|--|--|
| School uniform, PE kit, after school clubs, in school music | £45 –music (keyboard)<br>£100 – Let’s Get Cooking<br>£26 x6 - Dance for 6                 | Approx.:<br>£5355  | 10%        | All PP pupils    | Improved reading and writing attainment.<br><br>Improved self-confidence and self-esteem | DPs have high quality appropriate uniform. This ensures they feel an equal part of the school and improves their social and emotional behaviour.   |
| Yr. 3-6 future day visits,<br>Y4 and 6 residential visit    | Yr. 4 - £65 x 6<br>Yr. 6 - £160 x 1<br>£ 260 x 8<br>Panto = £11 x 24<br>C/Word 13 x £9.65 | Approx.:<br>£ 3300 | 6%         |                  | Improved self-confidence and self-esteem<br><br>Improved social and emotional behaviour  | All DPs attended day visits where their wider experiences were met. For those who attended residential, improved social and emotional behaviour and resilience. DPs now being targeted to attend residential |
| Drama Therapy   | £648 (x 2 cycles)   | £1296              | 2%         | LAC child        | Improved social and emotional behaviour  | Improved confidence from child along with social and emotional needs being addressed. Student therapist engaged with school due to positive outcomes and is working  |

|   |  |                |     |                      |  |   |  |
|---|--|----------------|-----|----------------------|--|---|--|
|   |  |                |     |                      |  | with 3 groups of children with similar needs.   |  |
| Virtual Class-3 <sup>rd</sup> Space Learning ( maths 1:1 provision) | £149<br>£179 x 2<br>TA x £15.50                          | £1111.50       | 2%  | LAC child            | Improved maths attainment                                  | Child reached ARE in maths from starting point of working towards expected standard at the start of the year.                     |  |
| Think Children  |  | £1,600         | 2%  | 3 per term = 9       | Improved social and emotional behaviour                    | Behaviour in school continues to be consistently good. Children whose behaviour needs monitoring is shared with staff half termly |  |
| TLG Beeston Free Church   |  |                |     | 4 per year           | Improved social and emotional behaviour                    | See above   |  |
| TA intervention - developing short term memory strategies.          | £15.50 per hour  | £1209          | 2%  | Identified PP pupils | Improved memory skills to boost attainment in all subjects | % of DP achieving ARE combined for reading, writing and maths at the end of KS 2 (2017) was 58% and 8% at the higher standard     |  |
| TA intervention – reading incl in class groups                      | £15.50 per hour  | £9067.50       | 17% |                      | Improved reading attainment                                | % of DP achieving ARE for reading at the end of KS 2 (2017) was 58% & 8% at the higher standard                                   |  |
| TA intervention – writing - incl in class groups                    | £15.50 per hour  | £9067.50       | 17% |                      | Improved writing attainment                                | % of DP achieving ARE for writing at the end of KS 2 (2017) was 75% & 18% at greater depth  |  |
| TA intervention – maths - incl in class groups                      | £15.50 per hour  | £9067.50       | 17% |                      | Improved maths attainment                                  | % of DP achieving ARE for maths at the end of KS 2 (2017) was 58% & 25% at the higher standard                                    |  |
| TA intervention – Phonics and SPAG                                  | £15.50 per hour  | £6196.50       | 11% |                      | Improved SPAG attainment                                   | % of DP achieving ARE for SPAG at the end of KS 2 (2017) was 58% & 27% at the higher standard                                     |  |
| TA intervention – nurture / 1:1/ Welcome Back Mondays               | £15.50 per hour (incl AM 9 hours per week)               | £6649.50       | 12% |                      | Improved social, emotional and learning styles behaviour   | Behaviour in school continues to be good  |  |
| Art/Drama/Music therapy delivered by TA or specialist               | TA= £15.50 per hour<br>Specialist teacher = £180 per day | Approx. £2,000 | 3%  |                      | Identified PP pupils                                       | Improved social, emotional and learning styles  | Behaviour in school continues to be good |



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| teachers who cover PPA   | (approx. £32.72 per hour) |  |  |  | behaviour |  |
|  |                           |  |  |  |           |  |
| The school is under new leadership with a collaboration agreement alongside Trent Vale Infant School. There is no data available for PP spending 2015-16 due to legacy issues ( no definite information available) |                           |  |  |  |           |  |

### 7. Additional Detail 2017-18

- The main focus of this action plan is to measure the impact of the provision we provide and to ensure that DPs receive consistently good teaching.
- This action plan is one the main priorities of the 2017-18 School Improvement Plan
- Progress and attainment of pupils eligible for PP funding will be included in all teaching staff appraisal objectives.

### 2018-19 Priority – Quality of teaching, learning and assessment; Outcomes for children and learners

To firmly embed the recent focus on improving the outcomes for disadvantaged pupils so that differences between the achievement of these pupils and their peers are diminished further, particularly in reading, writing and mathematics.

### 2018-19 Priority 2 – Leadership and Management

To further develop and clarify the role of the Executive Headteacher and Senior Leadership Team in conjunction with middle leaders extending their practice and further developing their leadership skills by having greater opportunities to monitor the teaching and learning of the subjects they lead in order to develop leadership capacity.

### Overall Beeston Rylands Disadvantaged Pupil Context Sept 2018:

- Throughout school 27% of pupils receive pupil premium funding; this ranges from 23% in Y6 to 33% in Y3. In 2018-19 we will receive £58.080 Pupil Premium funding.
- In 2018 Beeston Rylands FSM6 pupils' results were as follows:-Reading EXS 67% HS 33%; Writing EXS 75% GD 17%; Spag EXS 67% HS 25%; Maths EXS 75% HS 8% . These were all BELOW the national averages for each subject.
- 67 % achieved EXS combined Reading, Writing and Maths which was just above the national average of 64% No child achieved the combined higher level of 110+ in Rdg & Maths & greater depth in writing which was 10% at National.
- School data demonstrates that DPs consistently achieve lower than non DPs in all year groups and in all areas
- To diminish the gap between DPs and non DPs they need to make more accelerated progress than non DPs. This happens in some subjects in most year groups but it is not consistent.
- To achieve the necessary accelerated progress DPs need to be exposed to the best practice in every subject in every classroom
- Factors affecting emotional health and well-being are more likely to be an issue for DPs. This can have a detrimental effect on behaviour and academic progress for some of these pupils.
- Developing pupils' vocabulary to support and further develop their reading comprehension and writing.
- To further develop the impact of the collaboration all subject leaders, whether they are senior or middle level leaders, need to be evaluating and developing the role of their subject(s). This ensures a relentless focus on the improvement of teaching and learning across all subjects and all year groups so that all pupils,

but particularly DPs, achieve their potential.

- Actions from the Pupil Premium review undertaken at the partner infant school that are not yet embedded have continued to be included in this School Improvement Plan as it is relevant to the same/similar children and their families. This includes the further development of monitoring and evaluating the impact of interventions/provision.

**Context Sept 2018:**

**SEND**

- 9% of the school population are on the SEND register (Yr. 3 = 0.6%, Yr. 4 =2.3%, Yr. 5 =2.3% & Yr. 6 =4%)
- This is lower when compared to schools of a similar size: National figures are : 12.1% SEND support & 1.7% are on a EHCP plan.
- Out of the 16 children on the SEND register, 3 of them have an EHCP
- 100% of EHCPs are present in Y6
- Provision maps and targets for SEND support and EHCP children are matched with individual need and work on the basis of high expectations for the individual.
- All TAs are assigned to named children for identified individual needs and support, ranging from full-time 1:1 through to small group provision
- In 2018-19 we will receive £17,282 funding through AFN support & £10,000 of funding through HLN support. The remainder school provides to support children who have identified special educational needs. This is up to a total of 9 hours per week allocated directly from school budget.
- School is appropriately supported by the Chilwell Family SENCo as well as relevant outside agencies where applicable.

**BRJS Pupil Premium/ SEND – WORKING PLAN**

**Key Objectives**

- 1.1 DPs need to be exposed to the best practice in every subject in every classroom to achieve the necessary accelerated practice.
- 1.2 Pupils’ vocabulary, including subject specific vocabulary, is developed to support and further develop their reading comprehension and writing.
- 1.3 Further development of monitoring and evaluating the impact of interventions/provision.

**Key milestones to achieve success criteria by September 2019**

**by end of December 2018**

- To have written and reviewed the action plan
- To have reviewed the Pupil premium strategy
- Subject leaders to provide class teachers with subject specific vocabulary to support the current themes
- For subject coordinators to have a greater understanding of the progression in their subjects(s) through work scrutiny and/or lesson obs
- For coordinators to have a greater understanding of the teaching of their subjects(s) through work

**by end of April 2019**

- To have reviewed the action plan – rag rating and updating the termly overview
- Co-ordinators to have reviewed their action plans and role of the subject leader booklet.
- Continued monitoring of books by subject coordinators has led to feedback. Any areas for improvement have been actioned by the relevant staff. High priority focus on DPs
- Observations continue to demonstrate that DPs are exposed to the best practice in all subjects

**by end of September 2019**

- Attainment at the national expectation is above national expectations at the end of KS2
- Attainment for the higher standard is in line with national expectations at the end of KS2
- DPs have made accelerated progress so the identified gap has been narrowed in **all** year groups
- DPs achieve in line with National expectations in **all year groups**
- DPs have a positive progress score at the end of KS2
- Intervention has led to identified

|  |  |   |  |
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|  | <p>scrutiny and/or lesson obs</p> <ul style="list-style-type: none"> <li>• DP children have been identified for funded intervention. Class/cohort provision maps have been created/ updated.</li> <li>• Intervention is purposefully planned and the monitoring cycle for these is implemented.</li> <li>• Appropriate pro -formas including measureable targets have been completed and reviewed</li> <li>• Feedback and impact is measured for interventions. Identified DP children as well as none DPs are making measureable progress during these interventions</li> </ul> | <p>in all classrooms.</p> <ul style="list-style-type: none"> <li>• Any areas for improvement have been actioned by the relevant staff and appropriate support/ mentoring/ coaching is in place where practice deems to require improvement.</li> <li>• Class teachers continue to share subject specific vocabulary to support themes &amp; these are displayed within each room.</li> <li>• DP children continue to be of high priority for funded intervention. Class/cohort provision maps have been updated.</li> <li>• Intervention is purposefully planned and the monitoring cycle for these is implemented.</li> <li>• Appropriate pro -formas including measureable targets continue to be completed and reviewed</li> <li>• Feedback and impact is measured for interventions. Identified DP children as well as none DPs are making measureable progress during these interventions.</li> <li>• Data analysis shows that DP children are making accelerated progress and the attainment gap between these and none DP children has been narrowed.</li> </ul> | <p>children accelerating their progress</p> <ul style="list-style-type: none"> <li>• Intervention is specific &amp; measureable and there is evidence for this.</li> <li>• All observed teaching/ book scrutiny is judged as “Good” or better</li> <li>• Subject coordinators are confident to monitor their subject and can explain standards across the school including the progress and attainment of DPs</li> <li>• Class teachers plan exciting and stimulating lessons ensuring the best possible practice is observed.</li> <li>• Children’s vocabulary has been widened and there is a vocabulary rich environment within school.</li> <li>• Children are confident to read, write and explain new words</li> </ul> |
| <p><b>Evaluation methods for measuring progress against the milestones</b></p> | <p>DP Action plan/ subject leaders individual action plans<br/> Role of the subject leader booklet<br/> 2018 assessment data<br/> Action plan review<br/> Intervention cohort map<br/> Intervention proformas<br/> Teaching and learning monitoring summary reports<br/> Book scrutiny<br/> Performance Management targets</p>   | <p>Role of the subject leader booklet<br/> Action plan review<br/> Intervention cohort map<br/> Intervention proformas<br/> Teaching and learning monitoring summary reports<br/> Book scrutiny<br/> Assessment data/ teacher logs<br/> Data Analysis<br/> Performance Management targets<br/> Spring Term Review Meetings</p>  | <p>Role of the subject leader booklet<br/> Action plan review<br/> Intervention cohort map<br/> Intervention proformas<br/> Teaching and learning monitoring summary reports<br/> End of Key Stage Assessment data analysis compared with national averages/ published data documents<br/> In house data analysis for years 3-5<br/> Performance Management targets</p>  |

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|  | Autumn Term Review Meetings | EHCP Annual Review | Summer Term Review Meetings<br>EHCP Annual Reviews (2) |
|--|-----------------------------|--------------------|--|

| Key Obj | Timeline /half term slot<br>(Autumn 1, etc)   | Specific actions to achieve key objectives | Lead personnel             | Required resources linked to budget plan  | Monitoring                     |   |                            | The intended outcome/impact which will contribute to the termly milestones   |
|---------|---|--|----------------------------|---|--------------------------------|---|----------------------------|--|
|         |   |  |                            |   | Who?                           | How?  | When?                      |  |
| 1.1     | <u>Lesson Obs</u><br>W/B<br>24 <sup>th</sup> Sept<br>19 <sup>th</sup> Nov<br>28 <sup>th</sup> Jan<br>4 <sup>th</sup> March<br><u>Work Scrutiny</u><br>W/b<br>10 <sup>th</sup> Sept<br>5 <sup>th</sup> Nov<br>14 <sup>th</sup> Jan<br><u>Review of planning</u><br>W/b<br>24 <sup>th</sup> Sept, 5 <sup>th</sup> Nov, 14 <sup>th</sup> Jan, 4 <sup>th</sup> March, 23 <sup>rd</sup> Apr<br><u>Performance Managt Cycle</u> | See individual subject action plans        | Individual subject leaders | Senior management time<br><br>PPA time<br>Staff meeting time/ family moderation | J.Moss<br>S.Osborne<br>K.Harby | Lesson Observation.<br>Planning scrutiny.<br>Work scrutiny.<br>Data analysis<br><br>Performance Mangmt. Cycle | Autumn<br>Spring<br>Summer | <ul style="list-style-type: none"> <li>Colleagues confident in teaching their year group curriculum &amp; challenging the DPs &amp; higher attaining groups.</li> <li>Planning identifies how all groups of learners including challenge for the higher attaining group, is supported in moving learning on</li> <li>Planning &amp; books demonstrate new concepts taught effectively and are confidently tackled by the children.</li> <li>Children make progress within a lesson. DPs make accelerated progress due to questioning and quality 1<sup>st</sup> teaching</li> <li>DPs data is in line with national – accelerated progress has closed any gap</li> <li>Staff use internal assessment systems to make judgements about individuals and cohorts.</li> <li>Moderated judgements to be made across cohorts and the Family of schools.</li> <li>Monitoring of books will lead to feedback. Any areas for improvement will be actioned by the relevant staff. High priority focus on DPs</li> <li>All staff understand the need for a relentless focus on DPs</li> <li>All staff question/ target DPs in each lesson</li> <li>Challenge is included within lessons and these children are moved on quickly rather being passive at the start of a lesson</li> <li>Progress and achievement towards individual and whole school performance management targets.</li> <li>Coordinators can measure the impact of this strand of their action plan and provide a monitoring summary report</li> </ul> |
| 1.2     |   | See individual subject action plans        | Staff                      |   | Individual subject leaders     | Lesson Observation.<br>Planning scrutiny.<br>Work scrutiny.<br>Learning Walk<br>Discussion with children      | Autumn<br>Spring<br>Summer | <ul style="list-style-type: none"> <li>DPs are immersed in subject rich vocabulary</li> <li>All staff create a vocabulary rich environment which includes sharing/ displaying vocabulary for each topic and using it appropriately when delivering the topic.</li> <li>Children will have more opportunities and the confidence to apply this vocabulary.</li> <li>Books, planning and observations demonstrate children are expected to explain their methods and reason both verbally and written using appropriate</li> </ul>   |

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|     |   |  |                      |  |        |   |  | <ul style="list-style-type: none"> <li>vocabulary</li> <li>Coordinators can measure the impact of this strand of their action plan and provide a monitoring summary report</li> <li></li> </ul>   |
| 1.3 | <p><b><u>Completion of intervention proformas/provision maps</u></b></p> <p><b><u>Obs of interventions</u></b><br/>W/B<br/>26th Nov<br/>4<sup>th</sup> Feb<br/>7<sup>th</sup> May</p> <p><b><u>Impact of interventions</u></b><br/>W/B 3rd Dec<br/>25<sup>th</sup> Mar<br/>8<sup>th</sup> July</p> <p><b><u>Pupil Progress Meetings</u></b><br/>Autumn –W/B<br/>17<sup>th</sup> Sept<br/>Spring W/B<br/>14<sup>th</sup> Jan<br/>Summer –<br/>W/B 30th Apr</p> | <ul style="list-style-type: none"> <li>Staff to identify children who are not making expected and/or not achieving national age related expectations in relation to their starting point</li> <li>Pupil progress meetings with staff identify the barriers to learning for these children and the most appropriate intervention to overcome these is identified.</li> <li>Actions identified during Pupil Progress meetings to be followed up and monitored via completed action form</li> <li>Intervention is tailored to the needs of the cohort/ individual</li> <li>Staff complete intervention proforma/s ensuring measureable targets and specific timelines with summary of outcome.</li> <li>Staff update class/cohort provision map</li> <li>Intervention is</li> </ul> | S.Osborne<br>K.Harby | <p>Pupil progress meetings -- 6 x supply days @£200 per day = £1200</p> <p>Staff meeting time<br/>PPA time</p> | J.Moss | <p>Data Analysis Provision maps<br/>Implementat ion of none negotiables for DPs through lesson observations<br/>Intervention proformas<br/>Observations of delivered interventions by TA or class teacher</p> | <p>Dec 2018<br/>Apr 2019<br/>July 2019</p> | <ul style="list-style-type: none"> <li>All pupils make good progress.</li> <li>Barriers to learning are identified</li> <li>The gap between DPs and none DPs is diminished in all year groups</li> <li>The % of DPs achieving age related is in line with National expectations for all year groups.</li> <li>Progress for DPs is a positive progress figure</li> <li>Interventions are value for money and progress is clearly measureable and evidenced.</li> </ul> |

rigorously monitored.

**BRJS Pupil Premium/ SEND – TERMLY REVIEW**

| Objective number | Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice | Evidence | Future actions |
|------------------|--|----------|----------------|
|------------------|--|----------|----------------|

**Autumn 2019**

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| 1.1 | <p><b><i>DPs need to be exposed to the best practice in every subject in every classroom to achieve the necessary accelerated practice.</i></b></p> <ul style="list-style-type: none"> <li>• Lit/ Num/Curriculum - Planning identifies how all groups of learners including challenge for the higher attaining group, is supported in moving learning on</li> <li>• Lit/ Num/Curriculum - Planning &amp; books demonstrate new concepts taught effectively and are confidently tackled by the children.</li> <li>• Through lesson observations – majority of Children make progress within a lesson. Some DPs make accelerated progress due to questioning and quality 1<sup>st</sup> teaching. Where this is not yet evident, individual staff members have been given targets to achieve</li> <li>• Monitoring of books has led to feedback. Any areas for improvement are being actioned by the relevant staff. High priority focus on DPs</li> <li>• All staff understand the need for a relentless focus on DPs</li> <li>• All staff question/ target DPs in each lesson</li> <li>• Challenge is included within lessons and these children are moved on quickly rather being passive at the start of a lesson – where this is not evident areas for improvement are being actioned by the relevant staff.</li> <li>• Progress and achievement towards individual and whole school performance management targets are being worked towards.</li> <li>• Lit/ Num/ Curriculum Coordinators can measure the impact of this strand of their action plan and have provided an autumn term monitoring summary report</li> </ul> | <ul style="list-style-type: none"> <li>• See individual subject action plans</li> <li>• See individual observation notes for staff/ TA</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinators need to ensure book/ planning scrutiny has taken place for :<br/>DT/ART/MFL/RE/PSHCE</li> <li>• End of autumn term data for DP DP needs analysing early Spring term- when available from assessment coordinator</li> </ul> |
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| 1.2 | <p><b><i>Pupils' vocabulary, including subject specific vocabulary, is developed to support and further develop their reading comprehension and writing. DPs are immersed in subject rich vocabulary</i></b></p> <ul style="list-style-type: none"> <li>• Staff are beginning to create a vocabulary rich environment which includes sharing/ displaying vocabulary for each topic and using it appropriately when delivering the topic.</li> <li>• Through lesson observations/ work scrutiny ( LI/NUM/CURRICULUM), children are beginning to have greater opportunities and the confidence to apply subject specific vocabulary.</li> <li>• Books, planning and observations demonstrate children are more expected to explain their methods and reason both verbally and written using appropriate vocabulary</li> <li>• LIT/NUM/CURRICULUM Coordinators can measure the impact of this strand of their action plan and provide a monitoring summary report</li> </ul> | <ul style="list-style-type: none"> <li>• See lesson observations</li> <li>• Monitoring Summary reports</li> <li>• Book scrutiny feedback</li> <li>• Subject coordinators subject booklets</li> </ul> | <ul style="list-style-type: none"> <li>• TA's to check vocabulary rich environment during environment scrutiny Jan 2019</li> <li>• Coordinators need to ensure book/ planning scrutiny has taken place for :<br/>DT/ART/MFL/RE/PSHCE</li> </ul> |
|-----|---|--|---|

|     |  |   |   |
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| 1.3 | <p><b>Further development of monitoring and evaluating the impact of interventions/provision.</b></p> <ul style="list-style-type: none"> <li>• Staff have identified children who are not making expected and/or not achieving national age related expectations in relation to their starting point</li> <li>• Pupil progress meetings with staff identified the barriers to learning for these children and the most appropriate intervention to overcome these was identified.</li> <li>• Actions identified during Pupil Progress meetings have been followed up and monitored via completed action form</li> <li>• Intervention is tailored to the needs of the cohort/ individual</li> <li>• Staff completed intervention proforma/s ensuring measureable targets and specific timelines with summary of outcome.</li> <li>• Staff have updated class/cohort provision map</li> <li>• Intervention is rigorously monitored.</li> </ul> | <ul style="list-style-type: none"> <li>• Intervention proformas</li> <li>• Whole school provision map</li> <li>• Intervention summary report/ individual TA feedback</li> </ul> | <ul style="list-style-type: none"> <li>• TAs to complete final Autumn term summary on intervention proforma</li> <li>• Pupil progress meetings to identify new intervention groups</li> <li>• Staff to update provision map for Spring term</li> <li>• Staff to complete intervention proformas for TAs early Spring term</li> <li>• Staff to ensure pupil profiles are completed before Jan Pupil Progress meetings</li> </ul> |
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**SPRING 2019**

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| 1.1 | <p><b>DPs need to be exposed to the best practice in every subject in every classroom to achieve the necessary accelerated practice.</b></p> <ul style="list-style-type: none"> <li>• Lit/ Num/ - Planning &amp; books identify how all groups of learners including challenge for the higher attaining group, is supported in moving learning on ; new concepts taught effectively and are confidently tackled by the children. Any areas identified as needing attention have been highlighted to individual staff</li> <li>• Curriculum co-ordinator – no formal monitoring has been undertaken this term</li> <li>• New ICT co-ordinator has undertaken work scrutiny/ fed back to staff</li> <li>• Staff have undertaken MFL &amp; PSHE/RE monitoring</li> <li>• Through lesson observations – majority of children continue to make progress within a lesson. Some DPs continue to make accelerated progress due to questioning and quality 1<sup>st</sup> teaching. Where this is not yet evident, individual staff members continue to have targets to ensure this.</li> <li>• Through staff meeting time , staff have looked at English, SPaG, Grammar &amp; pupil Planners with a particular focus on DPs and how these compare with none DPs. All staff are now aware of the expectations in each year group and the progression from Y3-6. A summary of these findings have been documented by the relevant coordinator Any areas for improvement are being actioned by the relevant staff. High priority focus continues to be on DPs</li> <li>• All staff understand the need for a relentless focus on DPs as observed through Teacher (and TA observations of interventions)</li> <li>• All staff question/ target DPs in each lesson</li> <li>• Challenge continues to be included within lessons and these children are moved on quickly rather than being passive at the start of a lesson – <b>where this is still not evident this is a high priority improvement area for identified staff to action.</b></li> <li>• Progress and achievement towards individual and whole school performance management targets continue</li> </ul> | <ul style="list-style-type: none"> <li>• See individual subject action plans</li> <li>• See individual observation notes for staff &amp; summary documents</li> <li>• See TA intervention observation notes and a summary of their personal needs/ areas of identified own improvement from these</li> <li>• See whole school data analysis/ DP data analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinators need to ensure book/ planning scrutiny has taken place for : <b><u>DT/ART</u></b></li> <li>• End of Spring term data for DPs</li> <li>• DP data needs analysing early Summer term- when available from assessment coordinator</li> <li>• <b>ICT coordinator to look at work/ evidence from DPs</b></li> </ul> |
|-----|--|--|---|



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|     | <ul style="list-style-type: none"> <li>Lit/ Num/ ICT Coordinators can measure the impact of this strand of their action plan and have provided a Spring term monitoring summary report</li> </ul>  |  |  |
| 1.2 | <p><b><i>Pupils' vocabulary, including subject specific vocabulary, is developed to support and further develop their reading comprehension and writing. DPs are immersed in subject rich vocabulary</i></b></p> <ul style="list-style-type: none"> <li>Staff are beginning to create a vocabulary rich environment which includes sharing/ displaying vocabulary for each topic and using it appropriately when delivering the topic. Identified displays/ working Walls using reciprocal reading techniques to improve vocabulary.</li> <li>TA environment check with detailed feedback to staff showing where improvements need to be made in terms of a vocabulary rich environment</li> <li>Joint TV &amp; BRJS staff meeting from Wendy Weldon on improving children's vocabulary &amp; techniques to assist in this.</li> <li>Book / work/ Intervention &amp; teacher observation show reciprocal reading techniques are becoming more embedded especially in upper KS2</li> <li>Books, planning and observations demonstrate children are expected to explain their methods and reason both verbally and written using appropriate vocabulary</li> <li></li> </ul>   | <ul style="list-style-type: none"> <li>See lesson observations</li> <li>Monitoring Summary report</li> <li>Book scrutiny feedback</li> <li>Subject coordinators subject booklets</li> <li>Environment check forms</li> <li>TA observation forms</li> <li>Reciprocal reading intervention pro formas</li> </ul> | <ul style="list-style-type: none"> <li>TA's to check vocabulary rich environment during environment scrutiny 2019</li> <li>Coordinators need to ensure book/ planning scrutiny has taken place for : DT/ART</li> <li>Staff to ensure they use ideas/ teaching opportunities to immerse children in diverse vocabulary putting this vocab into context ( Wendy Weldon training)</li> </ul>  |
| 1.3 | <p><b><i>Further development of monitoring and evaluating the impact of interventions/provision.</i></b></p> <ul style="list-style-type: none"> <li>Staff continue to identify those children who are not making expected and/or not achieving national age related expectations in relation to their starting point</li> <li>Pupil progress meetings with staff identified the barriers to learning for these children and the most appropriate intervention to overcome these was identified.</li> <li>Actions identified during Pupil Progress meetings have been followed up and monitored via completed action form</li> <li>Intervention is tailored to the needs of the cohort/ individual</li> <li>Staff completed intervention proforma/s ensuring measureable targets and specific timelines with summary of outcome.</li> <li>Staff have updated class/cohort provision map</li> <li>A cohort overview map has been created to show pre &amp; post assessment for interventions</li> <li>TAs have undertaken their own intervention observations &amp; identified strengths observed and how this will impact on their own practise.</li> <li>Intervention is rigorously monitored &amp; outcomes collated</li> </ul> | <ul style="list-style-type: none"> <li>Intervention proformas</li> <li>Whole school provision map</li> <li>Cohort overview map</li> <li>Intervention summary report/ individual TA feedback</li> </ul>   | <ul style="list-style-type: none"> <li>TA s to complete final Spring term summary on intervention proforma</li> <li>Summer Pupil progress meetings to identify new intervention groups</li> <li>Staff to update provision map for Summer term</li> <li>Staff to complete intervention proformas for TAs early Summer term</li> <li>Staff to create new intervention overview for Summer term</li> <li>Staff to ensure pupil profiles are completed before April Pupil Progress meetings</li> </ul> |



