



## Pupil Premium Strategy Statement Wavell Community Junior School 2017-18

1. Summary information						
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	Service, FSM6 and LAC <b>= £95,247</b>		<b>Date of most recent PP Review</b>	November 2017
<b>Total number of pupils</b> (November 2017)	202	<b>Number of pupils eligible for PP</b> (November 2017)	FSM6 Service LAC	23 167 < 5*	<b>Date for next internal review of this strategy</b>	September 2018
			* = therefore exact numbers not reported			

1. Attainment at end of Key Stage 2 (Summer 2016)				
	<i>All Pupils</i> <b>50 children</b>	<i>PP (Disadvantaged)</i> <b>5 children</b>	<i>PP (ever 6 Service)</i> <b>44 children</b>	<i>National Average</i>
<b>% achieving EXS or above in reading, writing and maths</b>	40% (n= 20)	40% (n= 2)	41% (n= 18)	66%
<b>% making expected progress in reading</b>	58% (n=29)	60% (n= 3)	59% (n= 26)	82%
<b>% making expected progress in writing</b>	68% (n= 34)	40% (n=2)	68% (n= 30)	89%
<b>% making expected progress in maths</b>	60% (n= 30)	80% (n= 4)	59% (n= 26)	60%

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

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

<b>A.</b>	<b>Progress Measures</b> Without the ability to accurately measure Pupil Premium children's attainment, we are not able to demonstrate the impact of our actions. A valid and robust summative assessment tool is required.
<b>B.</b>	<b>Mathematics</b> Outcomes and progress in mathematics over the last 2 years have been hindered by underperformance in two areas of learning: "Reasoning" and "Problem Solving." Pupil Premium children have not had sufficient opportunity to tackle these on a weekly basis.
<b>C.</b>	<b>One to One Support</b> Some SEND children who need, but have not yet been allocated an EHCP, demonstrate disruptive behaviour that impacts upon the learning of Pupil Premium children in the class. These SEND children need 1:1 support even before their SEND funding has been approved.

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

<b>D.</b>	<b>High Mobility</b> The social and emotional impact of being part of a service family and community - arriving mid-year, or of friends leaving mid-year, can distract pupils from academic focus as they develop new friendship groups and class dynamics. Unless supported, Pupil Premium children may be at risk of disengagement and may underperform.
<b>E.</b>	<b>Social Interactions</b> A large proportion of Pupil Premium children do not have the opportunities to engage with others positively outside the classroom. Pupils need to have opportunities to develop intrinsic motivation and sound social and emotional skills. Pupil Premium children frequently lack the opportunity to connect with others on a social level, and to gain in self confidence.
<b>F.</b>	<b>Trips</b> School trips often cost money for each pupil. Unless subsidised, many Pupil Premium children may miss out on opportunities to compliment and enhance their learning experiences through trips.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Progress Measures</b> <ul style="list-style-type: none"> <li>• Purchase and introduce the GL Assessment online package throughout the school.</li> <li>• Pupils to be accurately baselined on entering the school, and on beginning a new school year.</li> <li>• Baseline assessments will produce a diagnostic report regarding new arrivals.</li> <li>• Gaps in learning are identified early and addressed through intervention.</li> <li>• Results each term will show that progress made by Pupil Premium children is more than age-expected and (where pupils are underperforming) is closing the gap.</li> <li>• Pupils to be re-assessed before leaving the school.</li> <li>• Data to show that progress made whilst at Wavell is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have accurate summative data within 3 weeks of beginning school.</li> <li>• Termly reporting of progress will show Pupil Premium children to be consistently making at least expected progress and closing the gap if below age expected standard.</li> <li>• Targetted, time limited interventions, will be successful in addressing the identified learning gap(s).</li> <li>• All Pupil Premium children make at least expected progress whilst at Wavell.</li> </ul>
<b>B.</b>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• All daily Maths lessons will include the use of concrete resources to help with understanding.</li> <li>• Pupil Premium children will move onto reasoning and problem solving work each week.</li> <li>• New resources will improve practise in problem solving and mathematical reasoning.</li> <li>• Weekly maths in every class to include problem solving questions and activities requiring an explanation of mathematical reasoning.</li> <li>• Termly summative assessment results will be used to measure impact and give reliable indicators of likely SATs test outcomes at the end of KS2 for all Pupil Premium children in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics SATs results 2018 to be greater than FFT50.</li> <li>• Termly reporting of progress will show Pupil Premium children to be consistently making more than expected progress.</li> <li>• Books and teacher assessments will provide evidence for sustained progress over time for Pupil Premium children.</li> </ul>
<b>C.</b>	<b>One to One Support</b> <ul style="list-style-type: none"> <li>• Some SEND children who do not currently have funding for a 1:1 TA are supported by an adult funded by PP money.</li> <li>• SEND children do not disrupt the learning of Pupil Premium children in the class.</li> <li>• All pupils are supported at their individual required level.</li> <li>• When disruptive behaviour occurs, a prompt response is in place which will reduce the impact of the negative behaviour on the learning of Pupil Premium children and others in the class.</li> <li>• Additional staffing will enable the reduction of incidents through 1:1 support of children presenting behavioural difficulties on a regular basis.</li> <li>• Attitudes towards learning will be developed through the application of metacognition and associated learning approaches</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 TAs employed for those SEND children awaiting funding who disrupt learning within a classroom.</li> <li>• Pupil Premium children are confident that their learning is not disrupted by poor behaviour.</li> <li>• Lesson observations will provide evidence that Teachers and TAs have a co-ordinated approach to developing pupil independence.</li> <li>• A reduction in the number of disruptive behavioural incidents recorded.</li> </ul>

	<ul style="list-style-type: none"> <li>• Classroom disruptions are minimised by having a greater number of adults to deal with issues as they arise.</li> </ul>	
<b>D.</b>	<p><b>High Mobility</b></p> <ul style="list-style-type: none"> <li>• Learning Mentor to work individually with all in-year admissions and leavers.</li> <li>• Parental deployment to be recognised and actively talked about within school.</li> <li>• ‘Learning Buddies’ system developed to include new arrivals and support children left behind.</li> <li>• Continued and explicit high expectations of all new arrivals.</li> <li>• School based events will be publicised through social media.</li> <li>• School based events focus on the needs and interests of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentor to provide structured process for children affected by mobility, reducing the disruption of these children during periods of turbulence.</li> <li>• Pupil Premium children feel supported when joining or leaving the school.</li> <li>• Pupil Premium children know that the school is aware of current deployments.</li> <li>• Deployments board is set up and group is organised for children to attend freely.</li> <li>• ‘Learning Buddies’ chosen by links with affected children to ensure they are supported in a positive manner.</li> <li>• Parents feel more ‘in touch’ with the school through use of social media.</li> <li>• Children and their families engage more with the school and have a higher attendance at events.</li> </ul>
<b>E.</b>	<p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>• Forest Schools programme introduced into school.</li> <li>• Employ a Forest Schools Lead Practitioner to work with all Pupil Premium children.</li> <li>• New resources will improve practise in Forest Schools lessons.</li> <li>• Pupil Premium children take part in Forest Schools on a fortnightly basis.</li> <li>• Children are given opportunities to set own targets and goals – developing intrinsic motivation for their learning.</li> <li>• Pupil Premium children improve their social skills by working as a team, building relationships outside of the classroom with peers and adults.</li> <li>• Child independence and resilience when faced with challenges will be developed through a co-ordinated approach between children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Forest School Lead Practitioner successfully employed and trained.</li> <li>• Pupil Premium children surveys show positive attitude towards Forest Schools.</li> <li>• Pupil Premium children’s relationships with their peers and other adults in the school are more positive.</li> <li>• Pupils can talk with more confidence about what they have been learning.</li> <li>• Teachers use attitudes and motivations taught in Forest Schools in their classroom practise.</li> </ul>
<b>F.</b>	<p><b>Trips</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged Pupils (FSM6 and LAC) to benefit from subsidised school trips in order for them to have the same opportunities as their peers.</li> <li>• Disadvantaged Pupils can take a full part in all offsite activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All Pupil Premium children have taken part in offsite school trips.</li> <li>• Disadvantaged Pupils have had their trips subsidised by school.</li> </ul>

4. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>Ensuring that new staff settle in quickly, learn the policies and expectations of the school.</p> <p>New teachers have observations before October half term, triangulated with planning and book checks.</p>	<p>Carry out structured moderation of teacher assessments in reading, writing and maths to ensure that teacher judgements across all classes are accurate and consistent.</p> <p>Successful moderation of teacher assessment by December 2017.</p> <p>New approach to maths teaching is observed successfully in Term 1.</p>	<p>New teachers into the school need to be aware of the context of the school, including factors such as high mobility and high numbers of children receiving Service Pupil Premium.</p> <p>Teachers need to be able to accurately assess attainment and progress for all learners in all subjects.</p>	<ul style="list-style-type: none"> <li>Interventions will be planned in advance, with selected pupils, time limited and impact will be regularly reviewed.</li> <li>Performance Management and Pupil Progress Meeting conversations will be focused on the attainment of Pupil Premium children, ensuring high levels of progress over time.</li> <li>Targeted INSET for all staff, including new starters.</li> </ul>	Headteacher	Easter 2018 Summer 2018
<p>Sufficient TAs and 1:1 specialists to support those children who can display the types of behaviour which will disrupt the teaching and learning of all pupils, including Pupil Premium children, if not properly supported.</p>	<p>When individual pupils are identified as having SEND, they can present extreme disruptive behaviour. The SENCo and the Headteacher will recruit/deploy staff to work as 1:1 support.</p> <p>These individuals will build a positive relationship with the child and be able to spot a problem developing before it has reached crisis point; taking positive action to enable the child to calm back down in or out of class without affecting the learning of the other children, including Pupil Premium children.</p>	<p>Having used Pupil Premium funding for this in the last academic year, the impact is clear to see.</p> <p>Serious behaviour incidents requiring SLT intervention: 2015/16 Term 1 = 35 2016/17 Term 1 = 14 (60% reduction)</p> <p>Lessons affected by poor behaviour: 2015/16 Term 1 = 72 2016/17 Term 1 = 14 (80% reduction)</p> <p>The school is committed to continuing this resource in academic year 17/18.</p>	<ul style="list-style-type: none"> <li>Careful recruitment of each individual working in a 1:1 role.</li> <li>Placing each 1:1 worker with a child according to individual experience/strengths and ability to build a positive relationship with that child.</li> <li>Monitor incidents: Requiring 1:1 to remove the child from the main class. Requiring SLT intervention</li> <li>Monitor progress being made by the child working with each 1:1 adult.</li> <li>Monitor the progress being made by the other children in the class, including the Pupil Premium children.</li> </ul>	Headteacher SENCo	Easter Summer

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Developing pupils' metacognition skills.	Metacognition has been researched and is to be implemented across the school.	Metacognition has been developed in a variety of ways in order to maximise pupils' understanding of their own learning choices. In aiming to clearly put the children at the centre of their own learning, it is important to develop a more reflective practise in lessons.	Assistant Headteachers research the options, seeking advice from LA as well as other local schools to see what solutions are already working well in other settings. Assistant Headteachers will lead INSET for all staff.  Initially, metacognition will be used in maths lessons throughout the school, and then introduced into other subjects.	AHTs	Easter 2018
Develop social skills through participation in Forest Schools. Using these skills to understand own role in society.	All children to participate in Forest Schools on a fortnightly basis (PPA lesson alongside Art).  Employing a Lead Practitioner to lead Forest School lessons throughout the school so that there is a consistency of approach.	High mobility pupils often report feeling disconnected from their community. They often have poor social skills and lack the intrinsic motivation to succeed both socially and academically.  At Forest School all participants are viewed as: <ul style="list-style-type: none"> <li>• Equal, unique and valuable competent to explore &amp; discover</li> <li>• Entitled to experience appropriate risk and challenge</li> <li>• Entitled to choose, and to initiate and drive their own learning and development</li> <li>• Entitled to experience regular success</li> <li>• Entitled to develop positive relationships with themselves and other people</li> <li>• Entitled to develop a strong, positive relationship with their natural world</li> </ul> <p>This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world, yet each session also shares a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.</p>	<ul style="list-style-type: none"> <li>• Forest School Lead Practitioner successfully employed and trained.</li> <li>• Pupil Premium children surveys show positive attitude towards Forest Schools.</li> <li>• Pupil Premium children's relationships with their peers and other adults in the school are more positive.</li> <li>• Pupils can talk with more confidence about what they have been learning.</li> </ul>	AHT Forest School Lead Practitioner	Summer 2018
<b>Total budgeted cost</b>					<b>£74,747</b>

ii. Targeted support					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year and so avoid disengagement and underperformance.	Employ a Learning Mentor to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year.	<p>'Moving Matters: The Causal Effect of Moving Schools on Student Performance' (Schwartz, Stiefel &amp; Cordes – 2015) identified the 'costs' to the pupil associated with moving school other than at the end of a Key Stage. These 'costs' include;</p> <ul style="list-style-type: none"> <li>• Psychological costs; adjusting to new routines, adapting to a new physical space, etc.</li> <li>• The loss of social capital among both students and parents, which is likely to decrease student performance. For example, disruption to a student's peer network.</li> <li>• Costs due to differences between the academic programs in the old and new schools (curricular mismatch). For example, repeating a previously learned topic or, alternatively, being without the necessary prior knowledge to tackle a new one.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor job description will highlight expectations and time available each week to devote to this work.</li> <li>• Learning Mentor will be line managed by an Assistant Headteacher for performance management and support.</li> <li>• Academic performance of pupils involved will be tracked.</li> <li>• Feedback taken from pupils supported and their parents.</li> </ul>	<p>LG (Learning Mentor)</p> <p>AHT (Line manager)</p>	Summer 2018
<p>Conduct accurate baseline measures for each pupil upon arrival in school and on entering a new year group, so that we can accurately track real progress made while at Wavell.</p> <p>Identify any barriers to learning upon arrival so that appropriate interventions are put in place without delay.</p>	Introduce GL Assessments 'Complete Digital Solution' (CDS) to become summative assessment tool in school.	<p>GL Assessment offers us the chance to collect and analyse information about each pupils' natural reasoning ability, attitudes to learning and current performance, including any barriers to learning.</p> <p>It gives us access to a range of assessments already standardised to an extremely high level, allowing comparison of performance within school and against a national benchmark. Accurate way of benchmarking and monitoring pupil progress.</p> <p>Uses national benchmark and Standard Age Scores.</p> <p>Generated reports are accurate and do not need marking by teachers; reducing time spent marking papers or decoding complex data tables. We can analyse pupil data easily with simple visual representations accompanied by narrative explanations.</p>	<ul style="list-style-type: none"> <li>• Successful implementation of GL's CDS into all classes in the school.</li> <li>• 2 staff (AHT &amp; HLTA) attend all training, then disseminate back to staff.</li> <li>• Put all GL assessment windows into academic calendar.</li> <li>• Lead AHT and Assessment TA will have dedicated time each term to facilitate whole-school testing and the analysis of results.</li> <li>• AHT to liaise with SENCo - analyse information regarding identified barriers to learning, so that appropriate interventions can be organised for individuals and groups.</li> </ul>	LV (AHT) and JS (HLTA)	Easter 2018 July 2018
<b>Total budgeted cost</b>					<b>£18,500</b>

iii. Other approaches					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Disadvantaged learners (FSM6 & LAC) participate fully in all additional school activities where cost might otherwise be a barrier.	Subsidising school visits, residential trips, etc	The additional opportunities offered to pupils at school enhance the learning that takes place, they provide experiences intended to develop aspiration and ambition and they also develop teamwork skills and social & emotional skills.	<ul style="list-style-type: none"> <li>• School business manager will keep an up-to-date record of children currently in school and cross-check this every time a trip or event takes place. School Business manager</li> <li>• SBM will liaise with class teachers who can then inform parents confidentially that school will pay for their child to ensure that they are able to participate in every available learning related activity.</li> </ul>	School Business Manager Class teachers	Summer 2018
<b>Total budgeted cost</b>					<b>£2,000</b>



5. Review of expenditure			
Previous Academic Year		2016-17	
i. Quality of teaching for all			
Desired outcome	Chosen approach	Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Developing the role of the TA	Whole staff training of Maximising the Impact of Teaching Assistants (MITA). This will be cascaded to the whole school, enabling TAs to be strategically deployed and teachers to work with more vulnerable learners.	2 teachers went on NYCC training. Liaised with AHT and delivered INSET to all staff, including: <ul style="list-style-type: none"> <li>• Use of questioning</li> <li>• Role of TA in the classroom</li> <li>• Working relationships between Teacher and TA</li> <li>• Understanding pupil progress within a classroom</li> <li>• Understanding need for interventions.</li> </ul> TAs now support classes more effectively, including taking responsibility for different groups of children (not always low attainers or disadvantaged pupils). This allows the teacher to work closely with disadvantaged learners will enable a greater rate of progress to be made by these learners. Interventions will be planned in advance, with selected pupils, time limited and impact will be regularly reviewed.	Involving the TAs more in discussions around pupils' progress and attainment has been beneficial for all.  TAs now have more of an overview of the make up of the class and are more confident in working with different groups of children.  TA/Teacher conversations will be focused on the attainment of vulnerable children and ensuring high levels of progress over time.  This will continue to be developed in academic year 17/18. AHT will line manage TAs and oversee performance management.
Sufficient TAs and 1:1 specialists to support those children who can display the type of extreme behaviour which will disrupt the teaching and learning of all pupils, including disadvantaged learners, if not properly supported.	Employ 1:1 TAs for specific SEND children without statement of need, in order to minimise disruption to lessons for Pupil Premium children.	Serious behaviour incidents requiring SLT intervention: 2015/16 Term 1 = 35 2016/17 Term 1 = 14 (60% reduction) Lessons affected by poor behaviour: 2015/16 Term 1 = 72 2016/17 Term 1 = 14 (80% reduction)  Progress being made by children with 1:1 adults has been monitored and can be seen to have had a positive impact. Pupil Premium children for whom lessons were being disrupted now have a more positive attitude towards learning.	Placing each 1:1 worker with a child according to individual experience/strengths and ability to build a positive relationship with that child.  This is a very positive outcome and will be continued in the next (and all foreseeable) academic years.

Desired outcome	Chosen approach	Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																								
<p>Developing pupils' skills of working through tests at speed in order to complete all questions within time limits.</p>	<p>More rigorous development of pace in all classes. More independent questions answered in reading throughout the school. Year 6 children to take Mock SATs to develop their examination technique and 'test readiness'.</p>	<p>Available options researched. Purchase of CGP Guided Reading Comprehension books for all year groups. In liaison with LA, new Guided Reading implemented in all classrooms. Year 6 children now complete 'Mock SATs' on a half termly basis to ensure test readiness. SATs-Buster booklets purchased for Year 6 children. Detailed analysis of individual pupils' exam papers after the Mock SATs shows children and teachers where the gaps are.</p> <table border="1" data-bbox="775 549 1292 793"> <thead> <tr> <th>SATs Results</th> <th>2016</th> <th>2017</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36.6%</td> <td>58%</td> <td>+21%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>68%</td> <td>-12%</td> </tr> <tr> <td>EGPS</td> <td>39%</td> <td>55%</td> <td>+16%</td> </tr> <tr> <td>Maths</td> <td>36.6%</td> <td>60%</td> <td>+23%</td> </tr> <tr> <td>Combined</td> <td>24.4%</td> <td>40%</td> <td>+16%</td> </tr> </tbody> </table>	SATs Results	2016	2017	Difference	Reading	36.6%	58%	+21%	Writing	80%	68%	-12%	EGPS	39%	55%	+16%	Maths	36.6%	60%	+23%	Combined	24.4%	40%	+16%	<p>These changes have had a large impact on the school as a whole (evident in reading levels in every year group increasing). In Year 6, children felt more ready to take the test and, on analysis of papers, answered a far larger proportion of questions than in the previous year. Written answers for reading increased.</p> <p>The school will be continuing this approach for academic year 17/18.</p>
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<p>Develop an awareness of citizenship and understand own role in society.</p>	<p>All children in Year 5 to participate in the Archbishop of York's Young Leaders Award.</p>	<p>Children enjoyed taking part in this project and raised money for different charities.</p> <p>Children understood that they had an opportunity to 'Be the change they wanted to see', but this was difficult within school time.</p> <p>Children did not feel any more sense of community as a whole, but did take on board messages about being selfless and helping others less fortunate than ourselves.</p>	<p>This scheme takes a lot of time away from the curriculum.</p> <p>It is expensive.</p> <p>We will not be continuing to use Archbishop of York Young Leaders Scheme in the next academic year.</p>																								

ii. Targeted support			
Desired outcome	Chosen approach	Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year and so avoid disengagement and underperformance.	Employ a Learning Mentor to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year.	<ul style="list-style-type: none"> <li>• Learning Mentor meets with all children who are leaving the school. Mentors these children in positives of moving, gives each class teacher a leaving booklet and a card to be signed by all the children in the class.</li> <li>• Children are able to find positive experiences of moving schools and leave ready to take on the next challenge.</li> <li>• Learning Mentor meets with all new children arriving into school mid-year. She highlights expectations to the children and has time available each week to devote to this work.</li> <li>• Learning Mentor line managed by Assistant Headteacher, for performance management and support.</li> </ul>	<p>This is an extremely important role within our school context. Children feel happier knowing that there is someone looking out for them. Staff know that Learning Mentor (LG) will be able to explain any difficulties that the children are having when coming into school.</p> <p>This resource will be continued into next academic year, and for the foreseeable future.</p>
<p>Establish accurate Baseline measures for each pupil upon arrival in school, so that we can accurately track real progress made while at our school for children who only stay for part of the Key Stage.</p> <p>Identify any barriers to learning upon arrival so that the SENCo can put in place appropriate interventions without unnecessary delay.</p>	Join in the local trial of GL Assessments 'Complete Digital Solution' (CDS) alongside 3 other local schools who all have a large proportion of highly mobile service pupils.	<p>Trial ran successfully in Summer 2. AHT and HLTA went on training. AHT disseminated to staff and set all children on sittings for Summer 2.</p> <p>Analysis of results very positive – gives us clear messages about children’s summative attainment. Children liked the assessments as they are on the computer.</p> <p>Good range of assessments already standardised to an extremely high level, allowing for fair comparison of performance within school and against a national benchmark.</p> <p>School now looks more closely at standardised scores and uses End of KS2 predictors are to be used to assess against FFT 50 and FFT 20.</p> <p>Staff were happy with the results that GL provided and were able to use the results to effectively plan interventions.</p>	<p>GL Assessment has been purchased and used throughout school at regular time periods to show progress of all pupils whilst at Wavell.</p> <p>Important to have one member of staff to create logins etc.</p> <p>Look carefully at timescales – using the chromebooks means that a timetable for all assessments needs to be created.</p> <p>'Mop-up' week needed to ensure that all children are tested within same period.</p> <p>AHT and Assessment TA need to have dedicated time each term to facilitate setting all sittings. This takes a long time to set up each sitting.</p> <p>The AHT responsible needs to report back to the HT and governors termly.</p>

<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Disadvantaged learners participate fully in all additional school activities where cost might otherwise be a barrier.	Subsidising 'Own a pony day', school visits, residential trips, etc	Many parents did not know about this. This is something that we need to ensure is happening in academic year 17/18.	In academic year 17/18, SBM will keep an up-to-date record of children currently in school and cross-check this every time a trip or event takes place. SBM will liaise with class teachers who can then inform parents confidentially that school will pay for their child to ensure that they are able to participate in every available learning related activity.