



## Pupil Premium Strategy Statement Wavell Community Junior School 2018-19

1. Summary information						
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	Service, FSM6 and LAC = £118,294		<b>Date of most recent PP Review</b>	November 2018
<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>	November 2019
			* = therefore exact numbers not reported			

1. Attainment at end of Key Stage 2 (Summer 2018)				
	<i>All Pupils</i> 55 children	<i>PP (Disadvantaged and Forever 6)</i> 5 children	<i>PP (Service)</i> 45 children	<i>National Average of non-disadvantaged pupils</i>
% achieving EXS or above in reading, writing and maths	42% (n= 23)	20% (n= 2)	44% (n= 20)	70%
% making expected progress in reading	60% (n=33)	20% (n= 1)	60% (n= 27)	80%
% making expected progress in writing	63% (n= 35)	60% (n=3)	58% (n= 26)	78%
% making expected progress in maths	51% (n= 28)	80% (n= 4)	49% (n= 22)	76%

## 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>Reading</b> Outcomes and progress in reading have been identified as a priority for improvement. Pupil Premium children have not had sufficient opportunity to be exposed to a wide range of reading materials which will support, enhance their learning and give them more opportunities to read for pleasure.
<b>B.</b>	<b>SEMH needs of children</b> Some children within our school require support to help their social, emotional and mental health needs. Staff allocation in each class is an important factor in order to provide this support. Staff require training to support children in the most effective way.
<b>C.</b>	<b>Use of Data</b> Staff need training on analysing data in order to understand individual needs and have an impact upon pupil progress.

### 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>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Broker support from the Local Authority English Adviser to work alongside the English Leader in school – training will be made available to all staff regarding teaching and learning in Reading.</li> <li>• Pupil Premium children will be given the opportunities to read frequently in school and encouraged to do so at home through the incentives such as ‘reading challenges’</li> <li>• New resources will improve the love of reading in classes, our school library and through technology at home.</li> <li>• Use of Reading Eggs within school and at home will encourage children to explore texts in a variety of ways.</li> <li>• Improve classroom libraries in order to inspire and develop a love of reading.</li> <li>• Technology is provided to allow all children to access reading intervention programmes at home eg Lexia.</li> <li>• New Guided Reading texts in every year group enhance the opportunities for Pupil Premium children to be accessing high quality reading materials.</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>• Reading SATs results 2019 to improve on previous results and be close the gap towards FFT50.</li> <li>• Termly reporting of progress will show Pupil Premium children to be consistently making at least expected progress.</li> <li>• Books and teacher assessments will provide evidence for sustained progress over time for Pupil Premium children.</li> </ul>
<b>B</b>	<p><b>SEMH needs of children</b></p> <ul style="list-style-type: none"> <li>• All classes will have a skilled member of support staff who is able to develop positive relationships with children and families, especially during times of deployment and unrest.</li> <li>• Additional adults within the classroom will reduce disruption to the learning that may arise if SEMH needs are not skilfully supported.</li> <li>• All pupils are supported at their individual required level.</li> <li>• Should disruptive behaviour occur, 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 with complex SEMH needs.</li> <li>• Attitudes towards learning will be developed through the further implementation of metacognition and associated learning approaches.</li> <li>• All staff to access training in order to support children’s SEMH needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional skilled TAs employed to support children who have SEMH needs – support staff have the knowledge and a ‘toolbox’ of approaches to use when supporting our most vulnerable children.</li> <li>• Pupil Premium children are confident that their learning is not disrupted.</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> <li>• Staff trained in Emotion Coaching and Compass Buzz.</li> </ul>

<p><b>C</b></p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• Embed use of Target Tracker and GL Assessment throughout the school.</li> <li>• Teachers are provided with regular opportunities to moderate, discuss and analyse pupil performance, using a variety of assessment data, both within school, across the cluster and within the Local Authority.</li> <li>• Pupils are accurately baselined on entering the school, and on beginning a new school year, ensuring that no learning time is wasted.</li> <li>• Gaps in learning are identified early and addressed through quality first teaching and intervention if required.</li> <li>• Results will show that progress made by Pupil Premium children is in line or above 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 at least good.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have accurate summative data within 3 weeks of beginning school.</li> <li>• 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>
<p><b>D</b></p>	<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>• ‘Little Troopers’ group developed to include new arrivals and support children during times of deployment.</li> <li>• 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>• Deployment board is set up and Little Troopers is organised for children to attend freely.</li> <li>• All classrooms have deployment boards displayed.</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>
<p><b>E</b></p>	<p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>• Forest Schools programme embedded into school and qualified support staff lead and support sessions.</li> <li>• Forest School Lead Practitioner to work with all Pupil Premium children.</li> <li>• New resources will improve practise in Forest School lessons.</li> <li>• Pupil Premium children take part in Forest Schools.</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> </ul>	<ul style="list-style-type: none"> <li>• Forest School Lead Practitioner (HLTA) successfully trained.</li> <li>• Forest School Support Practitioners (2 ATAs) successfully trained.</li> <li>• Pupil Premium children surveys show positive attitude towards Forest School.</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 reflect attitudes and motivations taught in Forest School in their classroom practise.</li> </ul>

	<ul style="list-style-type: none"> <li>• Child independence and resilience when faced with challenges will be developed through a co-ordinated approach between children and adults.</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	2018/19				
The 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 scrutinites.</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 2018.</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>	SLT	Easter 2019 Summer 2019
<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 may present extreme disruptive behaviour. The SENDCo. and the Executive Headteacher will recruit/deploy staff to work as 1:1 support as required.</p> <p>These members of staff will build positive relationships with children and be able to spot a problem developing before it has reached crisis point.</p> <p>This will involve 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 previous years, the impact is clear to see.</p> <p>Validation from outside agencies, including Local Authority, show that low-level disruption is drastically reduced.</p> <p>TAs and 1:1s support all children, including Pupil Premium children, to manage their behaviours.</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: <ul style="list-style-type: none"> <li>Requiring 1:1 to remove the child from the main class.</li> <li>Requiring SLT intervention</li> </ul> </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>	<p>Executive Headteacher</p> <p>SENDCo.</p>	Easter 2019 Summer 2019

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 implemented across the school.	<p>The school is part of an SSIF funded project to develop metacognition through the Primary Edge 'Loric' scheme. This helps children to have a greater understanding of their own learning choices and behaviours.</p> <p>In aiming to clearly put the children at the centre of their own learning, it is important to develop more reflective practise in lessons.</p>	<p>Lead Practitioner to have an active role in the SSIF project, including training, supporting and evaluating teachers to develop their metacognitive practise.</p> <p>Initially, metacognition will be used in maths lessons throughout the school, and then introduced into other subjects.</p>	AHTs  Lead Practitioner	Easter 2019
Develop social skills through participation in Forest School. Using these skills to understand own role in society.	<p>All children to participate in Forest School.</p> <p>Forest Schools programme embedded into school and qualified support staff lead and support sessions.</p> <p>Forest School Lead Practitioner to lead Forest School lessons throughout the school so that there is a consistency of approach.</p> <p>Forest School Lead Practitioner to work with all Pupil Premium children. Forest School Lead Practitioner (HLTA) successfully trained.</p> <p>Forest School Support Practitioners (2 ATAs) successfully trained.</p>	<p>High mobility pupils often report feeling disconnected from their community. They can have poor social skills and lack the intrinsic motivation to succeed both socially and academically.</p> <p>At Forest School all participants are viewed as:</p> <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 and Support Practitioners successfully 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>	SLT  Forest School Lead Practitioner	Summer 2019
<b>Total budgeted cost</b>					<b>£88,294</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 a member of SLT 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>Learning Mentor</p> <p>SLT</p>	Summer 2019
<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>	Embed 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>• AHT to lead GL Assessment across the school.</li> <li>• Put all GL assessment windows into academic calendar.</li> <li>• Lead AHT will have dedicated time each term to facilitate whole-school testing and the analysis of results.</li> <li>• AHT/SENDCo. to analyse information regarding identified barriers to learning, so that appropriate interventions can be organised for individuals and groups.</li> </ul>	<p>AHT/SENDCo.</p> <p>Executive Headteacher</p>	Easter 2019 July 2019



Children use online programs: Mathletics, Reading Eggs and Spellodrome to further develop their skills.	<p>Introduce the 3 programs for children to use both in school and at home.</p> <p>Continue to promote throughout the year for children and families to engage.</p> <p>Offer incentives and opportunities to participate additionally within school.</p>	<p>These programs will help to promote and engage children, raising standards and promoting independence.</p> <p>Use of these within school and at home will encourage children to explore texts in a variety of ways.</p>	<ul style="list-style-type: none"> <li>English Lead to monitor and use assembly time to celebrate individual achievements.</li> <li>Data Lead to monitor impact on pupil progress.</li> </ul>	AHT English Lead	Summer 2019
<b>Total budgeted cost</b>					<b>£24,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date</b>
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.</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>£6,000</b>

5. Review of expenditure			
Previous Academic Year		2017-18	
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)
<p>Ensure 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>	<ul style="list-style-type: none"> <li>Carry out structured moderation of teacher assessments in reading, writing and maths to ensure that teacher judgements across all classes are accurate and consistent.</li> <li>Successful moderation of teacher assessment by December 2017.</li> <li>New approach to maths teaching is observed successfully in Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>New teachers into the school are aware of the context of the school, including factors such as high mobility and high numbers of children receiving Service Pupil Premium.</li> <li>Teachers have assessed attainment and progress for all learners in reading, writing and maths.</li> <li>Interventions were planned in advance, with selected pupils, time limited and impact were regularly reviewed.</li> <li>Performance Management and Pupil Progress Meeting conversations were 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>	<ul style="list-style-type: none"> <li>It is very important that all new staff understand the unique context of our school.</li> <li>Assessing attainment and progress needs to be more consistent across school.</li> <li>Wider curriculum subjects now need to be assessed more rigorously.</li> <li>Pupil Progress and Performance Management meetings will continue to have a Pupil Premium focus.</li> <li>CPD for all staff will have a clear link to school improvement.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>When individual pupils are identified as having SEND, they can present extreme disruptive behaviour. The SENDCo and the Headteacher will recruit/deploy staff to work as 1:1 support.</li> </ul>	<ul style="list-style-type: none"> <li>The school committed to this resource in academic year 17/18.</li> <li>Individuals working in a 1:1 role were carefully recruited.</li> </ul>	<ul style="list-style-type: none"> <li>It is essential that children have the appropriate support in the classroom in order to be successful learners.</li> </ul>

<p>pupils, including Pupil Premium children, if not properly supported.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Placing each 1:1 worker with a child according to individual experience/strengths and ability built positive relationships with those children.</li> <li>• Some children without an EHCP have had access to 1:1 support, which has enabled them to stay safe and has reduced the disruption to teaching and learning in the classroom.</li> <li>• Pupil Premium children for whom lessons were being disrupted now have a more positive attitude towards learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The 1:1 adult is also able to work with other groups of PP children, supporting the learning of many within the classroom.</li> <li>• This is a very positive outcome and will be continued in the next (and all foreseeable) academic years.</li> </ul>
<p>Developing pupils' metacognition skills.</p>	<ul style="list-style-type: none"> <li>• Metacognition has been researched and is to be implemented across the school.</li> <li>• 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.</li> <li>• Assistant Headteachers will lead INSET for all staff.</li> <li>• Initially, metacognition will be used in maths lessons throughout the school, and then introduced into other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, Assistant Headteachers began to develop metacognition within school. This helped to maximise pupils' understanding of their own learning choices.</li> <li>• In the Autumn Term 2017, SwaleDale Alliance successfully secured funding through SSIF project to develop metacognition in school.</li> <li>• One teacher was designated as the Lead Teacher for Metacognition and was supported by a Lead Practitioner to pilot this in one class.</li> <li>• We are beginning to see an impact on the children in the pilot class. This now needs to be shared and used across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• LORIC (Primary Edge) resources have been disseminated to all staff and the approach will continue in academic year 2018-19.</li> </ul>
<p>Develop social skills through participation in Forest Schools. Using these skills to understand own role in society.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• All children to participate in Forest Schools on a fortnightly basis (PPA lesson alongside Art).</li> <li>• Employing a Lead Practitioner to lead Forest School lessons throughout the school so that there is a consistency of approach.</li> <li>• Forest School Lead Practitioner successfully employed and trained.</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </li> <li>• Pupil Premium children surveys showed extremely positive attitude towards Forest Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy their sessions at Forest School but we recognise that it was taking a lot of time out of the curriculum.</li> <li>• Forest School Lead Practitioner was spending 4 afternoons per week delivering Forest School, taking her away from her class TA responsibilities.</li> <li>• Man-hours (teaching assistants) were being asked to go to Forest Schools more than once a week.</li> <li>• For academic year 2018-19, we will continue to go to Forest School, but now in line with how swimming is delivered – in one 5 week block during the academic year.</li> </ul>

		<ul style="list-style-type: none"> <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>	
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6. Review of expenditure			
Previous Academic Year		2017-18	
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.	<ul style="list-style-type: none"> <li>• 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.</li> <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>• Feedback taken from pupils supported and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor worked with starters and leavers during the academic year to try to mitigate the effect of high mobility.</li> <li>• Children recognised the Learning Mentor as a trusted adult who helped them when they were worried.</li> <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. Most new pupils engaged and happy quickly after arriving at Wavell.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor wanted to be able to do more with the role, but was not given allocated time to complete the role effectively. For academic year 2018-19, specific time to be given.</li> <li>• Learning Mentor to use a variety of different interventions to support children throughout the school.</li> <li>• Learning Mentor to train another TA to deliver these interventions effectively.</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct accurate baseline measures for each pupil upon arrival in school and on entering a</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase and introduce the GL Assessment online package throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>• GL Assessment has now been embedded into practise at Wavell.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments conducted at Christmas and Easter did not give an accurate picture of progress and attainment. In Academic Year 18-19, assessments to be conducted in September and June to show yearly progress.</li> </ul>

<p>new year group, so that we can accurately track real progress made while at Wavell.</p> <ul style="list-style-type: none"> <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>• Identify any barriers to learning upon arrival so that appropriate interventions are put in place without delay.</li> <li>• Targetted, time limited interventions, will be successful in addressing the identified learning gap(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be accurately baselined on entering the school, and on beginning a new school year.</li> <li>• Gaps in learning are identified early and addressed through intervention.</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> <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> </ul>	<ul style="list-style-type: none"> <li>• Assessments conducted at key points within the year, including entry and exit in a year group.</li> <li>• All pupils have accurate summative data within 3 weeks of beginning school.</li> <li>• Children starting and leaving school at points other than September and July have been assessed to show progress whilst at Wavell.</li> <li>• These assessments give an accurate picture of attainment and progress for all pupils. (within average 5% of End of KS2 Outcomes)</li> <li>• 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.</li> <li>• Gaps in learning have been identified and are beginning to be targeted.</li> <li>• In Years 3 and 4, Guided Reading groups were split across the phase, in line with GL results, in order to give differentiated input to all.</li> </ul>	<ul style="list-style-type: none"> <li>• Further analysis now needs to be undertaken to ensure that teachers are using the results form GL Assessments to inform planning and required interventions.</li> <li>• This is a very positive outcome and will be continued in the next (and all foreseeable) academic years.</li> </ul>
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7. Review of expenditure			
Previous Academic Year		2017-18	
iii. Other Approaches			
Desired outcome	Chosen action/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)
Disadvantaged learners (FSM6 & LAC) participate fully in all additional school activities where cost might otherwise be a barrier.	<ul style="list-style-type: none"> <li>• Subsidising school visits, residential trips, etc.</li> <li>• School Business Manager will keep an up-to-date record of children currently in school and cross-check</li> </ul>	<ul style="list-style-type: none"> <li>• The additional opportunities offered to pupils at school enhance the learning that takes place, they provide experiences intended to develop aspiration and ambition.</li> <li>• They develop teamwork skills and social &amp; emotional skills.</li> </ul>	<ul style="list-style-type: none"> <li>• This enables all children to take part in additional school activities.</li> <li>• It will continue in academic year 2018-19.</li> </ul>

	<p>this every time a trip or event takes place. School Business Manager.</p> <ul style="list-style-type: none"><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>		
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