

Marine Park First School

Pupil Premium Strategy Statement

1. Summary information					
School	Marine Park First School				
Academic Year	2017/18	Total PP budget	£73,440	Date of most recent PP Review	4/2/15
Total number of pupils (Sept 17)	508	Number of pupils eligible for PP (Jan 17 figures drive allocation)	54	Date for next internal review of this strategy	September 2018

Detailed Breakdown 2017-18 provided by LA				
FSM Primary	Post Looked After Child (LAC) (Adopted)	LAC	Service Children	Pupil Premium Allocation 2017-18
Pupils recorded as Ever 6 FSM on Jan 2017 Census	Pupils recorded as Adopted on Jan 2017 Census	Pupils recorded as LAC on Mar 2017 data return	Pupils recorded as Ever 6 SC on Jan 2017 Census	
£1320 per pupil	£1900 per pupil	tbc	£300 per pupil	
42	9	tbc by Virtual Headteacher	3	£73,440

Detailed Breakdown 2016-17 provided by LA				
FSM Primary	Post LAC (Adopted)	LAC	Service Children	Pupil Premium Allocation 2016-17
Pupils recorded as Ever 6 FSM on Jan 2016 Census	Pupils recorded as Adopted on Jan 2016 Census	Pupils recorded as LAC on Mar 2016 data return	Pupils recorded as Ever 6 SC on Jan 2016 Census	
£1320 per pupil	£1900 per pupil	tbc	£300 per pupil	
45	11	tbc by Virtual Headteacher	4	£81,500

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Good Level of Development at the end of EYFS		
2017	57% (7 FSM pupils)	TBC
2016	80% (5 FSM6 pupils)	72% (National non-FSM)
2015	100% (5 FSM6 pupils)	69% (National non-FSM)
2014	55% (11 FSM6 pupils)	64% (National non-FSM)
% working at the expected standard in the phonics screener in Y1		
2017	0% (5)	TBC

2016		100% (7)	83% (Not Disadvantaged)	
2015		64% (14)	80% (Not Disadvantaged)	
2014		58% (12)	79% (Not Disadvantaged)	
% working at the expected standard in the phonics screener in Y2				
2017		100% (9)	TBC	
2016		100% (13)	93% (Not Disadvantaged)	
2015		100% (10)	92% (Not Disadvantaged)	
% achieving Age Related/Level 2+ Expectation or above at end of Key Stage 1				
2017 (expected standard or greater depth)	Reading	78% (Disadvantaged 9)	79% (National Non-Disadvantaged)	
	Writing	67%	72%	
	Maths	78%	78%	
2016 (expected standard or greater depth)	Reading	62% (Disadvantaged 13)	78% (National Non-Disadvantaged)	
	Writing	38%	70%	
	Maths	62%	77%	
2015 Level 2 or above	Reading	100% (10 FSM6)	90% (National Non-FSM6)	
	Writing	90%	91%	
	Maths	100%	95%	
2014 Level 2 or above	Reading	75% (12 FSM6)	92% (National Non-FSM6)	
	Writing	67%	89%	
	Maths	100%	94%	
% achieving Age Related Expectation or above in reading, writing and maths at end of Year 4				
			No national data for Y4 so compared with in-school not pupil premium	No national comparator Target Tracker (all pupils)
2017 (Working Within + or better)	Reading	75 % (12 Pupil Premium)	96% (Marine Park -Not pupil premium)	75% (47,000) 2016
	Writing	67%	90%	63%
	Maths	67%	90%	70%
2016 (Working Within + or better)	Reading	94 % (16 Pupil Premium)	89% (Marine Park -Not pupil premium)	75% (47,000)
	Writing	69%	81%	63%
	Maths	75%	78%	70%
2015 (Working Within + or better)	Reading	85%(13 Pupil Premium)	80% (Marine Park -Not pupil premium)	77% (20,000)
	Writing	77%	72%	68%
	Maths	69%	72%	72%

2014 Level 3b or above	Reading	78% (14 Pupil Premium)	93% (Marine Park -Not pupil premium)	
	Writing	71%	86%	
	Maths	78%	91%	

3. Progress Measures

Points Score Progress 2016-2017	Reading	Writing	Maths
Year 1 All Pupils (5 half terms)	5.1	5.0	4.8
Year 1 Pupil Premium (9)	3.7	3.9	3.9
Year 2 All Pupils (6 half terms)	5.9	5.8	5.8
Year 2 Pupil Premium (9)	6.2	6.2	5.8
Year 3 All Pupils (6 half terms)	6.2	6.1	5.9
Year 3 Pupil Premium (15)	6.2	6.2	5.8
Year 4 All Pupils (6 half terms)	5.7	6.2	6.0
Year 4 Pupil Premium (12)	5.9	6.3	6.0

2017 Key Stage 1 EYFS-Interim Assessment Framework	Reading	Writing	Maths
	Proportion of pupils making expected or better progress		
All pupils (90)	78%	81%	83%
Disadvantaged (9)	89%	78%	78%

2017 Year 4 Key Stage 1 (Levels 2015)-Y4 Steps 2017	Reading	Writing	Maths
	Proportion of pupils making expected or better progress		
All pupils (88)	95%	86%	84%
Disadvantaged (12)	100%	92%	83%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Small Pupil Premium group size with diverse needs and some, but not all, with low attainment and basic skills. The disadvantaged pupils group size is typically small and contextually varied. Attainment on entry for this smaller than statistically significant group varies a great deal. Attainment over time at key milestones is also variable. For some disadvantaged pupils, attainment on entry is well below the development bands typical for their age. Some disadvantaged pupils are registered as SEND and also have EAL. Comparison with non disadvantaged pupils does not reflect the individual characteristics or recognise progress relative to starting point.
B.	Attainment in writing, and in some cohorts in phonics, is lower for disadvantaged (and all) pupils.
C.	Some, but not all, pupil premium pupils' exhibit indicators of attachment difficulties and associated dysregulated/challenging behaviour, have low PSE and communication, speech and language skills.

External barriers

D.	Linked to barrier A, the school invests in high quality, intensive, interventions (such as reading recovery and numbers count). Changes to assessment, particularly Key Stage 1 in 2016 has raised the expected standard attainment threshold significantly and the content of these interventions is not fully aligned with the absolute fit methodology. This has given the impression of diminished effectiveness of some of the interventions funded by the pupil premium and means that some pupils that would have been Level 2+ or 2b+ no longer meet the standard in every aspect of the Interim Assessment Frameworks.
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5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accurate assessment of starting point and need, then the targeting of provision to pupils to allow clear identification of progress relative to starting point in core areas of reading, writing and maths in both statutory as well as other non-statutory assessments such as Salford, Sandwell, standardised score etc.	Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that all pupils reach at least ARE.
B.	Higher rates of progress and attainment in (and positive attitudes towards) writing and phonics.	Pupils eligible for PP make at least as much progress as 'other' (non pupil premium) pupils, across Key Stage 1 and Lower Key Stage 2. Measured by teacher assessments and successful moderation practices. Phonics pass rate for disadvantages (and all pupils) rises in 2018 and remains high thereafter.
C.	Accurate assessment of starting point and need, then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, behaviour, communication, speech and language. Alleviate the impact of attachment on PSE, behaviour, communication, speech and language.	Clear, measurable progress relative to starting point and in response to additional intervention. Ultimate aim would be that pupils reach at least ARE in PSE and CLL by the end of EYFS. The impact of attachment on PSE, behaviour, communication, speech and language is alleviated.
D.	Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress and, increasingly, working at the expected standard (particularly at the end of Key Stage 1).	Clear, measurable progress relative to starting point. Progress judged using statutory assessments (phonics, KS1, EYFS) as well as more fine tuned, specific assessments such as Sandwell, Salford, Book Band, standardised scores, maths and reading ages etc. Higher proportions (ultimately all pupils) reach the expected standard.

6. Planned expenditure					
Academic year		2017/18			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accurate assessment of starting point and need, then the targeting of provision to pupils to allow clear identification of progress relative to starting point.	Teacher Learning Communities (TLCs) to embed formative assessment techniques (see appendix below for further details)	Formative assessment practices have the greatest cost to benefit impact on educational achievement. Teacher learner communities (TLCs) seek to empower teachers to work together, share, discuss, evaluate, observe and embed formative assessment. The EEF Toolkit suggests embedding formative assessment as an effective way to improve attainment.	5 key principles of formative assessment incorporated into: <ul style="list-style-type: none"> • The cycle of staff meetings; • Peer observation; • Formal observations; • Wider monitoring evidence including book scrutiny, pupils discussion, staff feedback about TLCs 	Headteacher Deputy Head	June 2018 £5000

<p>B. Higher rates of progress and attainment in (and positive attitudes towards) writing.</p> <p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Roll out successful trial of Talk for Writing through participation in Primary Writing Project</p>	<p>Talk for Writing, developed by Pie Corbett, is powerful because it is based on the principles of how children learn. It is underpinned and informed by (as well as seeking to build on) National Strategies such as Talk For Writing. Staff receive training from Pie Corbett and ongoing support from an in-school lead group. Training and practice seeks to enable children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p>	<p>3 face to face training days (2 in year 1) alongside other staff in other schools participating in the Primary Writing Project for teaching and support staff.</p> <p>Support from in-school lead group to lead school staff meetings, resources acquisition etc.</p> <p>Dovetailing of TLC peer and formal observations to include Talk for Writing lessons.</p> <p>The cycle of staff meetings; Peer observation; Formal observations; Wider monitoring evidence including book and data scrutiny, pupils discussion, staff feedback about T4W</p>	<p>Project Lead Team- Head, Deputy, Literacy Lead, EYFS lead</p>	<p>June 2018 £7000</p>
<p>B. Higher rates of progress and attainment in phonics as measured by Y1 and Y2 phonics screener pass rate.</p>	<p>Deploy Local Authority School Improvement Service (LA SIS) Level Agreement to review phonics provision</p>	<p>The Department for Education emphasise the importance of phonics as the key strategy to teach children to read: https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-phonics The school has secured an ongoing, high pass rate by the end of Y2 but was disappointed by low Y1 phonics screener results in 2017. The school is keen to engage in a full review of phonics provision, teaching strategies, deployment of adults, resources and training to raise, from 2018 onwards, the phonics pass rate in Y1.</p>	<p>Meetings/communications with LA SIS in autumn with subsequent visits, training and visits to other schools.</p> <p>Review of phonics provision based on baseline screen at the start of Y1.</p> <p>Email correspondence, staff training of TAs and teaching staff on 18/10/17. Observation of phonics on 30/10/18 and subsequent action plan e.g. resources, visits to other schools etc.</p>	<p>Head, Deputy, Literacy Lead, EYFS lead</p>	<p>10% of LA School Improvement Service Level Agreement £10,598 to support work on phonics = £1060 June 2018</p>

<p>B. Higher rates of progress and attainment in EYFS</p> <p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Roll out of Objective Led Planning/ ABC approach to learning in EYFS</p>	<p>Objective led planning is based on the mantra that high level engagement brings high level attainment. Children are not called from their investigations and explorations to do adult led activities; the activity is taken to them to ensure that engagement and fascination is not lost.</p>	<p>Staff to attend central training. EYFS led to drive processes through regular phase meetings. Dovetailing of TLC peer and formal observations to include ABC principles: The cycle of staff meetings; Peer observation; Formal observations; Wider monitoring evidence including book and data scrutiny, pupils discussion, staff feedback about ABC</p>	<p>EYFS Lead DHT</p>	<p>June 2018</p>
	<p>Take part (as control or actively) in Nuffield Early Language Intervention research project to support language development in Reception aged children.</p> <p>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p>	<p>In trials funded by the Education Endowment Foundation and the Nuffield Foundation, it was found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>The school has signed up to participate in a large-scale trial of the Nuffield Early Language Intervention. We will be randomly assigned to an experimental or control group, and be subject to baseline assessments in autumn of this year. Schools allocated to the experimental group will receive training to deliver the Nuffield Early Language Intervention (NELI), schools allocated to the control group will each receive funding to implement NELI during the academic year after the trial, 2018-19.</p>	<p>EYFS Lead HT</p>	<p>June 2018</p>
Total budgeted cost					£13,060
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D. Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress and, increasingly, working at the expected standard (particularly at the end of Key Stage 1).</p>	<p>Delivery of Reading Recovery (teacher led one to one reading teaching), an accredited school-based literacy programme for the lowest achieving children aged five or six.</p> <p>Delivery of Boosting Reading Potential (teaching assistant led individual/small group reading intervention) a 'light touch' reading intervention for pupils who have fallen behind at reading.</p> <p>Training and delivery of Numbers Count (teacher led one to one maths teaching) an intensive intervention for children delivered by a specially trained teacher to children who find mathematics extremely difficult.</p> <p>Delivery of First Class at Number (teaching assistant led small group maths intervention); delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics.</p> <p>One-to-one/two tuition for pupil premium pupils in Year 3; pupils are given intensive tuition as an after school programme.</p>	<p>Reading Recovery aim and enables pupils to reach age-expected levels within 20 weeks. Reading Recovery has been widely researched internationally and indicates that no other system achieves such good results so swiftly and so long lasting.</p> <p>Boosting Reading Potential (BRP) is a proven, good practice intervention. Research indicates that pupils consistently make accelerated gains over four times the expected rate of progress.</p> <p>Over 50,000 learners in Years 1 to 11 have been supported by Numbers Count in 2,500 schools. They made an average Number Age gain of 16.5 months in only 4 months – over 4 times the expected progress. 95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. 73% of learners went on to achieve national expectations at the end of Key Stages 1 and 2, despite not being originally predicted to do so.</p> <p>Over 45,000 children in Years 1 to 11 have been supported by 1stClass@Number in 3,500 schools. They made an average Number Age gain of 12 months in only 3.5 months – over 3 times the expected progress. 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Accurate identification and screening of pupils.</p> <p>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Monitoring and reassessment.</p> <p>Monitoring by LA lead (Reading Recovery and Numbers Count)</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Engagement with parents and pupils before intervention begins to address any concerns or questions about the interventions.</p> <p>Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p>	<p>Inclusion TLR HT DHT</p>	<p>June 18 £32,000</p> <p>June 18 £2700</p> <p>June 17 £15,000 including £2200 training costs for new Numbers Count teacher</p> <p>June 18 £1000</p> <p>June 18 £1500</p>
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<p>D Teaching and intensive interventions adapted to enable pupils to demonstrate that they are making progress and, increasingly, working at the expected standard (particularly at the end of Key Stage 1). B. Higher rates of progress and attainment in (and positive attitudes towards) writing.</p>	<p>First Class at Writing (teaching assistant led small group writing intervention) – read below for more details</p>	<p>300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact: 88% of pupils became more confident and motivated to write 70% made more progress than their teachers had expected Their spelling scores improved by 42%</p>	<p>Accurate identification and screening of pupils.</p> <p>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Monitoring and reassessment. Extra teaching time and preparation time paid for out of PP budget.</p> <p>Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p>	<p>Inclusion TLR and DHT</p>	<p>Mar 2017 £1500</p>
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C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.	<p>Delivery of Speech and Language therapy for EY pupils by trained Higher Level Teaching Assistant (HLTA) for children and young people (typically Early Years-Y1) who experience difficulties with their speech, language and/or communication. Our HLTA will often support in the delivery of programmes suggested by Speech and Language Therapists.</p>	Language and communication skills are both the foundation and fundamental building blocks for learning, the links between communication and attainment are well documented.	Accurate identification of pupils.	HT YW & SW (HLTAs)	£2700 June 18
	<p>Targeted Learning for Life (Nurture) groups for vulnerable pupils; a short to medium term, intervention with small groups (and sometimes individual) children or young people. Identifying learning and social and emotional needs and plan fun, creative, structured activities with the aim of removing the barriers to learning. There is great emphasis on language development and communication.</p>	In Learning for Life sessions, there is great emphasis on language development and communication. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The group is based on the principles of a nurture group which have been working successfully for more than 40 years in the UK and other countries and have been praised, supported and recommended by organisations such as OFSTED.	Appropriately trained and supported teaching staff and teaching assistants.		Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.

Total budgeted cost

£62,400

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, behaviour,	Review positive behaviour policy for the many and the few with support from Silverdale outreach Primary ARP to implement ideas outlined in strategy map. Develop staff awareness of	Ensuring all staff (including teaching, support, lunchtime and club) are aware of the systems which seem to work well with almost all pupils will be beneficial to ensure consistency of expectation and positive rewards. Enquiries with external agencies (Silverdale Outreach, LAC team and	Whole staff review of existing policy on 4/9/17 Silverdale outreach support to all teaching staff on 27/9/17 and 4/10/17 Silverdale outreach support to identified pupils and families (including	Head Deputy Inclusion Lead SENCo Nurture HLTA Silverdale ARP staff	Staff training day time on 4/9/17 and 16/4/18 2 x 10 days training between Jan18-June 2018 2 x £1335 + cover at £2000

<p>communication, speech and language.</p> <p>Alleviate the impact of attachment on PSE, behaviour, communication, speech and language.</p>	<p>attachment through training from Virtual Head of Looked After Children</p> <p>Train SENCo and Nurture HLTA to become Thrive Lead Practitioner. Trial use in 2017-18 within existing Nurture time and through training provided to all staff.</p>	<p>Educational Psychology Services) demonstrate that they may be able to offer expertise, support and training linked to particular pupils that fall outside the expertise of staff. Attachment training has been organised for all staff on the first training day with potential to provide further, more detailed training (such as Thrive) from carefully evaluated sources.</p> <p>The Thrive Approach is grounded in the current scientific developments in neuroscience. Research has revealed the inherent 'plasticity' of the brain – its capacity to forge new neural connections in response to experience-means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps. The Thrive Approach offers a structured way to provide the missing relational experiences in order to rewire their neural circuitry for more effective functioning.</p>	<p>attending EHA meetings and making recommendations)</p> <p>Ongoing discussions with Virtual Head teacher. Attachment training on 4/9/17 and 16/4/18</p> <p>Attendance at HT briefing linked to Thrive.</p> <p>Selection and enrolment on Thrive 10 day Lead Practitioner training Jan-June 2018.</p> <p>Vet and explore potential benefits of working with 3rd parties (e.g. adoption service) that are supporting pupils/families with attachment difficulties</p>		
<p>C Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point in PSE, communication and speech and language.</p>	<p>Peer massage- a series of short routines that can be given on the hand or the back and head.</p> <p>The good feelings help to keep pupils calm, positive, focused and motivated. It makes them self aware and show empathy and consideration.</p>	<p>Studies and observations have indicated that:</p> <ul style="list-style-type: none"> • Children become calmer and have improved concentration • Children learn to respect each other and learn the importance of personal space • Children have more confidence and increased self esteem • It teaches children to respect others and leads to social inclusion • There is a reduction in bullying and aggression • Emotional health improves • It helps children recognise 'good' and 'bad' touch • Children show improved motor skills. • It encourages visual and kinaesthetic learning 	<p>Training for Y1 classes Jan 18 from Absolute Energy</p>	<p>HT</p>	<p>June 18</p> <p>£150</p>

Higher take-up of residential trip for FSM pupils.	75% subsidy of Robinwood residential trip.	Residential outdoor education has numerous benefits for school children. Team bonding activities, individual skills development, confidence building outdoor pursuits, plus the experience of living together 24 hours a day, all combine to ensure each and every pupil will benefit from a residential activity school trip. We do not think it is beneficial for pupils and their families do not get to participate because of financial barriers.	Separate letter to FSM pupils. Finance officer manages payment plan.	CH, Finance	£1000 June 2018
Health and learning benefits.	Free milk for all pupils in receipt of FSM	Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals.	Finance officer registers pupils, makes payment and manages the list based on movement in pupils eligible for FSM.	Finance officer	£1000
Budgets costs					£6820
Total budgeted pupil premium costs 17-18					£82,280

7. Review of expenditure																																		
Previous Academic Year		2016-17																																
i. Quality of teaching for all																																		
Desired outcome	Chosen action/approach	Estimated 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)	Cost																														
Improved Formative Assessment	Teacher Learning Communities (TLCs) to embed formative assessment techniques (see below for further details)	<p>Very good impact overall. Principles of formative assessment are ranked high on EEF toolkit as relatively low cost to high benefit. Staff engagement was high. A series of staff meetings (7), training day time, peer and formal observations took place. Staff were able to develop and refine skill in key formative assessment techniques. Teaching, learning and assessment graded outstanding by School Development Partner in spring 2017 and overall effectiveness judged outstanding during a Local Authority review was carried out on 10 May 2017 by three local authority officers.</p> <p>Progress was higher in 2017 than in 2016, particularly for disadvantaged pupils. 2015-17, disadvantaged pupils (R-Y2 and Y2-Y4) was close to or better than all pupils.</p> <p>In Year 4, attainment and progress in all subjects and all year groups is above target tracker large data set.</p> <p>Attainment at greater depth at Key stage 1 is significantly above. Improvements has narrowed the gap in progress and attainment when comparing “expected standard” in Early Years to “expected standard” Key Stage 1.</p> <p>See tables in next column.</p>	<p>We plan to continue with a refreshed version of this approach for at least one more year. Full and part time staff will be mixed for staff meetings and observations. The school is fully committed to the link between formative assessment and better outcomes for all pupils including those eligible for pupil premium.</p> <table border="1"> <thead> <tr> <th rowspan="2">2017 Year 4 Key Stage 1 (Levels 2015)-Y4 Steps 2017</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <th colspan="3">Proportion of pupils making expected or better progress</th> </tr> </thead> <tbody> <tr> <td>All pupils (88)</td> <td>95%</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>Disadvantaged (12)</td> <td>100%</td> <td>92%</td> <td>83%</td> </tr> <tr> <th rowspan="2">2017 Key Stage 1 EYFS-Interim Assessment Framework</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <th colspan="3">Proportion of pupils making expected or better progress</th> </tr> <tr> <td>All pupils (90)</td> <td>78%</td> <td>81%</td> <td>83%</td> </tr> <tr> <td>Disadvantaged (9)</td> <td>89%</td> <td>78%</td> <td>78%</td> </tr> </tbody> </table>	2017 Year 4 Key Stage 1 (Levels 2015)-Y4 Steps 2017	Reading	Writing	Maths	Proportion of pupils making expected or better progress			All pupils (88)	95%	86%	84%	Disadvantaged (12)	100%	92%	83%	2017 Key Stage 1 EYFS-Interim Assessment Framework	Reading	Writing	Maths	Proportion of pupils making expected or better progress			All pupils (90)	78%	81%	83%	Disadvantaged (9)	89%	78%	78%	£10,000 non class based teaching costs plus significant staff meeting and SLT monitoring time.
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Improved progress and attainment in writing	Talk for Writing	<p>Good impact overall. The school accessed the Primary Writing Project in 16-18. This included 2 training days (one with all staff, one with teaching staff. Leaders also attended Project Team days and working groups). For the first term the school used a composite approach but, from January 2017, moved completely to Talk for Writing units. See tables in next column. In all but Y1, writing attainment increased for the cohort and (e.g. Y3 when compared to when the cohort was in Y2) when compared to the previous year (e.g. Y4 2017 v Y4 2016).</p>	<p>We plan to continue our full involvement with the Primary Writing Project. We introduced Letterjoin (a cursive handwriting scheme) in 2016 and this impacted positively overall. However, we have decided not to introduce this in Reception (initially) as we feel this may have impacted negatively on writing attainment.</p> <table border="1" data-bbox="1335 296 1901 946"> <thead> <tr> <th rowspan="2">Writing (at or better than age related expectation)</th> <th colspan="2">2016</th> <th colspan="2">2017</th> </tr> <tr> <th>(Expected or Exceeding)</th> <th>Average Points Score</th> <th>(Expected or Exceeding)</th> <th>Average Points Score</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>83%</td> <td>1.98</td> <td>78%</td> <td>1.96</td> </tr> <tr> <td></td> <td>(w+ or better)</td> <td>APS</td> <td>(w+ or better)</td> <td>APS</td> </tr> <tr> <td>Year 1 (pupil premium)</td> <td>90% (88%)</td> <td>41 (expected = 40)</td> <td>78% (22%)</td> <td>40.3 (expected = 40)</td> </tr> <tr> <td>Year 2 (pupil premium)</td> <td>79% (77%)</td> <td>46.4 (expected = 46)</td> <td>94% (89%)</td> <td>46.7 (expected = 46)</td> </tr> <tr> <td>Year 3 (pupil premium)</td> <td>78% (50%)</td> <td>52.4 (expected = 52)</td> <td>81% (79%)</td> <td>52.5 (expected = 52)</td> </tr> <tr> <td>Year 4 (pupil premium)</td> <td>78% (67%)</td> <td>58.3 (expected = 58)</td> <td>86% (67%)</td> <td>58.7 (expected = 58)</td> </tr> </tbody> </table>	Writing (at or better than age related expectation)	2016		2017		(Expected or Exceeding)	Average Points Score	(Expected or Exceeding)	Average Points Score	Reception	83%	1.98	78%	1.96		(w+ or better)	APS	(w+ or better)	APS	Year 1 (pupil premium)	90% (88%)	41 (expected = 40)	78% (22%)	40.3 (expected = 40)	Year 2 (pupil premium)	79% (77%)	46.4 (expected = 46)	94% (89%)	46.7 (expected = 46)	Year 3 (pupil premium)	78% (50%)	52.4 (expected = 52)	81% (79%)	52.5 (expected = 52)	Year 4 (pupil premium)	78% (67%)	58.3 (expected = 58)	86% (67%)	58.7 (expected = 58)	£7,000 including some resource and staffing costs for Project Team Days
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Improved outcomes in EYFS	Roll out of Objective Led Planning/ ABC approach to learning in EYFS.	<p>Actions were followed and staff confident that approach resulted in high levels engagement which leads to high level attainment.</p> <p>Staff attended central training and had regular phase meetings.</p> <p>The EY lead dovetailed TLC peer and formal observations to include ABC principles.</p> <p>Wider monitoring evidence, including book and data scrutiny, pupils discussion, staff feedback about ABC were positive.</p>	<p>The performance of FSM pupils in the school is in line with performance of FSM nationally and in Local Authority. However it is lower than typical in the school (and linked to contextual factors).</p> <table border="1" data-bbox="1697 272 1883 316"> <tr> <td></td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>FSM</td> <td>5</td> <td>5</td> <td>7</td> </tr> <tr> <td>nonFSM/unknown</td> <td>85</td> <td>85</td> <td>83</td> </tr> </table> <p>Pupils who achieved at least the expected level (GLD) in the EYFSP</p> <table border="1" data-bbox="1339 325 1594 427"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>FSM - school</td> <td>100%</td> <td>80%</td> <td>57%</td> </tr> <tr> <td>non-FSM - school</td> <td>79%</td> <td>62%</td> <td>76%</td> </tr> <tr> <td>FSM - North Tyneside</td> <td>44%</td> <td>49%</td> <td>59%</td> </tr> <tr> <td>non-FSM - North Tyneside</td> <td>68%</td> <td>73%</td> <td>72%</td> </tr> <tr> <td>FSM - national</td> <td>51%</td> <td>54%</td> <td></td> </tr> <tr> <td>non-FSM - national</td> <td>69%</td> <td>72%</td> <td></td> </tr> </tbody> </table> <p>2017 results: Performance of FSM pupils in the school is in line with the performance of FSM pupils in North Tyneside.</p> <p>The gap between non-FSM pupils in the school and non-FSM pupils in North Tyneside is greater than 1 pupil. And the percentage of non-FSM pupils in the school reaching GLD is higher than the percentage of non-FSM pupils across North Tyneside reaching GLD.</p> 		2015	2016	2017	FSM	5	5	7	nonFSM/unknown	85	85	83		2015	2016	2017	FSM - school	100%	80%	57%	non-FSM - school	79%	62%	76%	FSM - North Tyneside	44%	49%	59%	non-FSM - North Tyneside	68%	73%	72%	FSM - national	51%	54%		non-FSM - national	69%	72%		Low financial cost. Cost is one of opportunity gained/lost through meeting/staff time.
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated 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)	Cost
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Accurate assessment of starting point and need then the targeting of provision to pupils to allow clear identification of progress relative to starting point.	Teacher led Reading Recovery Intervention	<p>Teacher led Reading Recovery Intervention was given to 8 of the lowest attaining Y1 and Y2 pupils in 2016-17. The entry and exit scores show significant gains. For example, with reference to book bands/reading age, most pupils that start the intervention are on Book Band 0—3 but leave 12-21 bands above this. Two pupils made modest progress despite this very intensive intervention so were referred to external agencies for further assessments. In 2016, no Y1 disadvantaged pupils achieved the expected standard in the phonics screen but, by the end of Y2; all disadvantaged pupils had achieved the expected standard in the phonics screen.</p> <p>Teacher Led Numbers Count Intervention supported 8 pupils. All of the 10 increased their standardised score (measured in the difference between their maths and actual age) with 4 finishing Y2 with a standardised score of over 100 (where maths age was higher than actual age) and none were less than 93. Entry scores ranged between 72 and 87 and exit scores ranged from 93 to 112. 78% of (9) disadvantaged pupils in Y2 achieved the expected standard in 2017 which is the same as the national average for non-disadvantaged pupils and slightly higher than Marine Park non-disadvantaged pupils.</p> <p>Teacher led one-to-one or one-to-two tuition was provided to every Y3 pupil premium pupil in Ks2. This supported 16 Y3 pupils (15 Pupil Premium) in 2016-17. The majority of these pupils received tuition in writing made good progress when compared to prior attainment. 79% were judged to be working at or above year group expectations in writing by the end of year compared to 64% of all pupils in the large target tracker data set (2016).</p> <p>TA led Reading intervention (Boosting Reading Potential). 14 pupils across Ks1 benefited from this intervention in 2016-17. Almost all pupils made gains in accuracy typically from below to above chronological age. Comprehension measures were very variable and seem to indicate that the intervention has a negative/no effect.</p> <p>TA led Numeracy intervention (first class @ Numbers). 16 pupils benefited from this intervention in 2016-17. All but one pupil made gains in their standardised score. 10 of the 11 the Y2 pupils that received this intervention achieved a standardised score of over 100. All but one pupil in Ks2 made positive gains when measured by their maths age compared to their actual age.</p> <p>Delivery of TA led Writing intervention (first class @ writing). 13 Y3 pupils benefited from this intervention in 2016-17. Greater confidence and enjoyment in writing was noted in all pupils. Some pupils made accelerated progress when measured with standard measures but, typically, these pupils made expected/sufficient progress. There was some good gains overall in spelling accuracy and handwriting.</p>	<p>This is a very costly intervention. However, the school is committed to this intervention and broadening the role of the RR teachers as she take on the inclusion lead and readies herself to take over the SENCo role. The RR supports with the monitoring of the quality reading across the school and feeds back and advises the literacy lead and HT. We plan to undertake a significant review of phonics provision in 2017-18 in response to much lower attainment in the Y1 phonics screen.</p> <p>This is a costly intervention. We feel that all pupils that participate benefit but we will be continue to monitor the measurable impact, particularly in relation to outcomes when measured against new assessments in Key Stage 1. The Numbers Count teacher retired at the end of the 2016-17 academic year and we have appointed an existing member of staff to take over in 2017-18. Staff changes allow for a rationalisation of this intervention given the reduction in pupil premium funding in 2017-18.</p> <p>EEF evidence is less persuasive than it was previously with regard to after school tuition. Governors have been supportive of this intervention as it gives all pupils (of all abilities) that trigger PP funding some of the benefits but did agree to scale it back and only offer it once (in Y3). There are significant benefits by having MPFS staff deliver this intervention.</p> <p>This was the second year using BRP. The benefits can be targeted across the school making it flexible; There were some notable gains and some real enthusiasm from some of the TAs that skilfully delivered this intervention. Results are very variable. It is worth running this intervention again with careful oversight from the reading recovery teacher.</p> <p>Whilst there were some gains, these were variable. The intervention was most beneficial in Ks1.</p> <p>The intervention was well received by pupils; it improved enthusiasm, attitudes and key aspects of writing (particularly spelling accuracy and handwriting). We would seek to continue to run this intervention in Y3 as it fits with the data trends and school priorities.</p>	<p>£32000</p> <p>£21000</p> <p>£2400</p> <p>Approx £2700 (some overtime, some built into existing TA work)</p> <p>£1200</p> <p>£1500</p>
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Targeting of provision to allow progress relative to starting point in PSE, communication and speech and language	<p>HLTA led speech and language</p> <p>HLTA led nurture intervention called "Learning for Life"</p>	<p>HLTA led speech and language therapy supported 16 pupils in EYFS and Key Stage 1 (and 1 in Y3) in 2016-17. This, alongside effective teaching and interventions, resulted in progress relative to starting point in CLL, PSE, reading, writing and maths. However, only 29% of Reception pupils supported by this intervention achieved a GLD. 67% of FSM pupils in Reception achieved a GLD.</p> <p>HLTA led nurture intervention called "Learning for Life" supported 5 pupils in EY, 14 pupils in Key Stage 1 and 17 pupils in Key Stage 2. Pupils are targeted to attend because they are vulnerable academically, socially and/or emotionally; some children have complex needs. Progress and attainment data continues to be variable for these pupils and needs to be set into the context the child is in. However, data indicates that the intervention at least helps to kick-start progress where it was beginning to falter and in some cases results in better than expected rates of progress. Parental and pupil feedback is very positive.</p>	<p>Both of these interventions offer a responsive intervention which is well received by pupils, parents and other staff particularly when external support services to schools are stretched in a time of austerity. The interventions are particularly useful to support the (often complex) needs of LAC/adopted from care pupils.</p> <p>Data impact is not always measurable in the short-medium term.</p> <p>The staff that led these interventions have good skill sets, and working relationships with staff, pupils and parents.</p> <p>We would seek to maintain this intervention in 2016-17 and are looking into Thrive training in order to provide better assessment and measures of progress.</p>	<p>£2700 June 18</p> <p>£6000 June 18</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated 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)	Cost
Progress relative to starting point in PSE, communication and speech and language.	<p>Development of Philosophy for Children</p> <p>Peer massage training- a series of short routines that can be given on the hand or the back and head.</p>	<p>The training was completed in June 2016. Evidence from monitoring of PHSCE logs indicate that it is embedded into lesson and has potential to engage pupils, develop cognitive ability, critical reasoning, emotional and social skills. The trainer came back to do demonstration lessons in Ks1 and Ks2. Accreditation was incorporated into teacher performance management.</p> <p>It is hard to quantify the benefits but there appeared to be benefits to calmness, concentration, self-esteem and respect. Training was targeted initially at classes with the greatest need then rolled out across the same year group. By 2016-17 there is only Y1 pupils needing training and this will be case on an ongoing basis. All staff were trained in January 2017. Pupils were very receptive to the training and enjoyed the sessions. Class are self-sustaining when doing peer massage.</p>	<p>Fitting P4C into an overcrowded timetable remains a hindrance to fuller implementation and use.</p> <p>We are now at the stage where all Y2-4 classes and all teaching staff are trained so from this point forward it is only necessary to train the Y1 classes each year.</p>	<p>Modest resource costs.</p> <p>£650</p>
Higher take-up of residential trip for FSM pupils.	75% subsidy of Robinwood residential trip.	This intervention potentially and probably resulted in low income/disadvantaged pupils that may not have attended this residential trip because of their financial circumstances attending and benefiting.	Continuation in 17-18	£181
Health and learning benefits.	Free milk for all pupils in receipt of FSM	Small, low cost, ongoing contribution to the health of low income, disadvantaged pupils.	Continuation in 17-18	£992

Total Cost (in the region of)

£88,232

8. Additional detail about spending at Marine Park First School

The Nuffield Early Language Intervention

The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. In trials funded by the Education Endowment Foundation and the Nuffield Foundation, it was found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. The school has signed up to participate in a large-scale trial of the Nuffield Early Language Intervention. We will be randomly assigned to an experimental or control group, and be subject to baseline assessments in autumn of this year. Schools allocated to the experimental group will receive training to deliver the Nuffield Early Language Intervention (NELI), schools allocated to the control group will each receive funding to implement NELI during the academic year after the trial, 2018-19.

Attachment/Thrive training for staff

Training provided by the North Tyneside Virtual Head for Looked After Children (in September 2017 and April 2018) and Educational Psychology (in June 2015) in order to explore techniques for support and intervention, and learn about the nature and characteristics of attachment disorders. Children with Attachment Disorders can provide the greatest challenges. Attachment issues affect behaviour, teaching and learning, relationship/social skills, and lifelong development. Thrive Lead Practitioner Childhood Years Course is a 10 day training unit. It is designed to help staff emerge with an implementation strategy in order to "Work effectively with all children and especially vulnerable children with disruptive and troubling behaviour to help re-engage them with life and learning."

Talk for Writing: North Tyneside Primary Project

Talk for Writing, developed by Pie Corbett, supported by Julia Strong, is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. The Primary Writing Project is a programme for implementing Talk for Writing across the school by providing support and training over a period of time.

Teacher Learning Communities focusing on Embedding Formative Assessment

Formative assessment practices have the greatest cost to benefit impact on educational achievement. Teacher learner communities (TLCs) seek to empower teachers to work together, share, discuss, evaluate, observe and embed formative assessment. The five key principles of Formative Assessment that staff work on are:

1. Clarifying, sharing and understanding learning intentions and criteria for success;
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning;
3. Providing feedback that moves learners forward;
4. Activating learners as instructional resources for one another;
5. Activating learners as the owners of their learning.

Research evidence will be used to inform decision making.

Philosophy for Children

Philosophy for children in an enquiry based approach to open up children's learning through the exploration of ideas.

The basics of philosophy for children are that children share some reading, listening or viewing with their teacher. The children take some thinking time to devise their own questions. They choose a question that interests them and, with the teacher's help, discuss it together. The teacher aims to get children to welcome the diversity of each other's initial views and to use those as the start of a process that encourages children to question assumptions, develop opinions with supporting reasons, analyse significant concepts and generally apply the best reasoning and judgement they can to explore the question they have chosen.

In the longer term, the teacher aims to develop children's skills and concepts through appropriate follow-up activities, thinking games and the orchestration of connections between philosophical discussions, life and the rest of the school curriculum. Philosophy for Children has been researched many times but, as with most initiatives, the nature of the research is mixed. All the selected studies showed some positive outcomes in the following areas:

- Developments in cognitive ability
- Developments in critical reasoning skills and dialogue in the classroom
- Emotional and social developments

Training and delivery of First Class at Writing (teaching assistant led small group writing intervention)

1stClass@Writing is a new, highly effective intervention for pupils mainly in Years 3 to 5 who have fallen behind at writing. A trained teaching assistant or teacher delivers it to a small group of up to 4 pupils who have difficulties with transcription and composition, to help them to make faster progress so that they can catch up with their peers. Expert training enables teaching assistants to deliver it effectively and to strengthen their support for writing across the school. A teaching assistant delivers highly stimulating and motivating half-hour sessions to a group of up to 4 pupils, 4 times a week, in addition to their daily class lessons. The pupils develop key skills of spelling, handwriting, grammar, and punctuation in order to complete daily writing tasks bound up with the thematic adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' and sustained, independent writing.

See more at: <https://everychildcounts.edgheill.ac.uk/literacy/1stclasswriting#sthash.0Xfg2rqk.dpuf>

Training and delivery of Reading Recovery (teacher led one to one reading teaching)

Reading Recovery is an accredited school-based literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks. It involves a short series of one-to-one lessons for 30 minutes every day with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. It is the affordable way to deliver the best results for children who need to catch up in literacy. Research shows that no other system achieves such good results so swiftly and so long lasting. For more details: readingrecovery.org.uk.

Training and delivery of Boosting Reading Potential (teaching assistant led individual/small group reading intervention)

Boosting Reading Potential is a 'light touch' reading intervention for pupils who have fallen behind at reading. A specially trained Boosting Reading Potential Teaching Assistant delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers. Boosting Reading Potential raises the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension.

Delivery of Speech and Language therapy for EY pupils

In this initiative, the school provides specialist support from a trained High Level Teaching Assistant (HLTA) for children and young people (typically Early Years-Y1) who experience difficulties with their speech, language and/or communication skills. Our HLTA will often support in the delivery of programmes suggested by Speech and Language Therapists.

Delivery of (and training for) Numbers Count (teacher led one to one maths teaching)

Numbers Count is an intensive intervention for children delivered by a specially trained teacher to children who find mathematics extremely difficult. It helps them to get back on track and catch up with their peers. Over 50,000 children have taken part in Numbers Count nationally since 2008, making average Number Age gains of 16 months after 4 months. Every child has a programme of at least 40 half hour Numbers Count lessons over 3 or 4 months, while continuing to take part in their normal class mathematics lessons. Some pupils receive each lesson individually or 2 children together. Lessons take place in a dedicated teaching area where children can use a wide variety of resources. The teacher begins by making a detailed diagnostic assessment of what each child knows and then plans an individualised programme to help each one to move forward. Lessons focus on number and calculation, follow a set routine and are rigorous and active. The teacher aims to help each child to become numerate and confident, to enjoy actively learning mathematics and to develop the skills and positive attitudes needed to continue to make good progress in normal class mathematics lessons after completing Numbers Count.

A Numbers Count teacher receives intensive training and support for 2 terms from a local ECC Teacher Leader, and ongoing support thereafter. She liaises closely with the child's class teacher to share information about and plan together for the child's progress, and she sets regular homework and meets parents to discuss how they can support their children's learning at home.

Delivery of First Class at Number (teaching assistant led small group maths intervention)

1stClass@Number is an innovative, highly effective mathematics intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics. It helps them to get back on track and catch up with their peers. Over 8,000 children have taken part in 1stClass@Number since 2011, making average Number Age gains of 10 months in one term. Every child has three 30-minute 1stClass@Number lessons per week for 12 – 15 weeks in a small group, while continuing to take part in their normal class mathematics lessons.

Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children to think and talk about their mathematics. 1stClass@Number has a Post Office theme: children use letters, parcels, postcards and house numbers to support their mathematics and write postcards to tell their class teachers about their achievements. Teaching assistants are supported by a link teacher, who may be the Numbers Count teacher or another teacher chosen by the school. Teaching assistants are carefully trained while they learn to teach 1stClass@Number. They receive a total of 3 days of training in their first term and two follow-up sessions in the subsequent terms. 1stClass@Number is designed both to complement Numbers Count.

Additional teaching assistants resulting in higher levels of support in all classes during the morning.

The OFSTED survey showed that the single most commonly given use of Pupil Premium funding was to employ teaching assistants. The additional teaching assistant provide support in every class, every morning to the same class and also deliver support through small-group interventions in literacy and numeracy.

Targeted Learning for Life groups for vulnerable pupil

Learning for Life offers a short to medium term, inclusive, focused intervention that, we think, will give lasting benefits in the long term. Small groups (and sometimes individual) children or young people in early years or Years 1-4 attend. Each group is run by a HLTA. Children attend the group for a lesson per week (or sometimes an afternoon per week) so remain active parts of their main class group. Learning for Life is flexible, the leaders liaise closely with class teachers identifying learning and social and emotional needs and plan fun, creative, structured activities with the aim of removing the barriers to learning. There is great emphasis on language development and communication. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The group is based on the principles of a nurture group which have been working successfully for more than 40 years in the UK and other countries and have been praised, supported and recommended by organisations such as OFSTED.

One-to-one/two tuition for FSM pupils in Year 3

One to one/two tuition is where pupils are given intensive tuition. It is undertaken outside of normal lessons as an after school programme. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. It also indicates that the quality of teaching in one to one tuition or small groups is more important than the group size so our teaching staff offer the initiative one to two rather than one to one in order to double the number of pupils that benefit. Unlike many of the initiatives which are targeted at pupils that are under attaining academically, we currently offer one to two tuition to all pupils in receipt of pupil premium in Year 3 irrespective of their prior attainment so that all pupil premium pupils progress.

Free milk for pupils in receipt of FSM

The school funds free milk for all pupils in receipt of FSM. Milk provides a powerful boost to meeting children's nutrient needs; a carton of school milk will provide more than half a five year old child's calcium, phosphorus and vitamin B2 requirements and a third of their protein needs. Milk is a good choice for children's teeth... milk and water are the only drinks recommended by dentists for between meals.

Subsidising residential trip for FSM pupils in Y4

The school heavily subsidises the cost of the residential trip to Robinwood to pupils in receipt of FSM. The residential trip offers an intensive block of outdoor adventure learning such as climbing, assault courses and canoeing. Robinwood promotes collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) are also involved. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. Understanding why adventure learning interventions appear to improve academic outcomes is not straightforward. One assumption might be that non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.

Commission a pupil premium review securing support from a system leader to review use and effectiveness of pupil premium expenditure

A pupil premium review looks at how the school is spending its pupil premium funding. The reviewer is carried out by an independent, experienced leader with a track record of making these improvements for disadvantaged pupils. The fresh perspective of an experienced school leader helps audit, evaluate and improve current provision to help raise the attainment of disadvantaged pupils. The school commissioned a review which took place in 2015.