

Marine Park First School

Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Marine Park First School				
Academic Year	2018/19	Total PP budget	£68,860	Date of most recent PP Review	4/2/15
Total number of pupils (Sept 18)	513	Number of pupils eligible for PP (Jan 18 figures drive allocation)	47	Date for next internal review of this strategy	September 2019

Detailed Breakdown 2018-19 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 2018 Census	Pupils recorded as Adopted on Jan 2018 Census	Pupils recorded as LAC on Mar 2018 data return	Pupils recorded as Ever 6 SC on Jan 2018 Census	
£1320 per pupil	£1900 per pupil	tbc	£300 per pupil	
38	8	tbc by Virtual Headteacher	1	£68,860

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		
2018	60% (5 FSM pupils)	73% (National non-FSM)

2017		50% (8 FSM pupils)		73% (National non-FSM)
2016		80% (5 FSM6 pupils)		72% (National non-FSM)
% working at the expected standard in the phonics screener in Y1				
2018		92% (13)		85% (National non-FSM)
2017		20% (10)		83% (National non-FSM)
2016		100% (7)		83% (National non-FSM)
% working at the expected standard in the phonics screener in Y2				
2018		70% (10)		96% (Not Disadvantaged)
2017		100% (12)		96% (Not Disadvantaged)
2016		100% (13)		97% (Not Disadvantaged)
% achieving Age Related/Level 2+ Expectation or above at end of Key Stage 1				
2018 (expected standard or greater depth)	Reading	33% (Disadvantaged 9)	79% (National Non-Disadvantaged)	
	Writing	33%	74%	
	Maths	33%	79%	
2017 (expected standard or greater depth)	Reading	78% (Disadvantaged 9)	79% (National Non-Disadvantaged)	
	Writing	67%	72%	
	Maths	78%	79%	
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%	
% 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)
2018 (Working Within + or better)	Reading	83 % (12 Pupil Premium)	94% (Marine Park -Not pupil premium)	75% (47,000) 2016
	Writing	83%	88%	63%
	Maths	83%	88%	70%
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%

3. Progress Measures

Points Score Progress 2017-2018	Reading	Writing	Maths
Year 1 Not Pupil Premium (5 half terms)	5.0	4.8	4.8
Year 1 Pupil Premium (14)	5.2	4.7	4.7
Year 2 Not Pupil Premium (6 half terms)	6.3	6.1	6.4
Year 2 Pupil Premium (9)	6.3	6.1	6.7
Year 3 Not Pupil Premium (6 half terms)	5.9	5.9	5.9
Year 3 Pupil Premium (11)	6.0	6.0	6.0
Year 4 Not Pupil Premium (6 half terms)	6.1	6.0	6.1
Year 4 Pupil Premium (12)	6.3	6.2	5.8

2018 Key Stage 1 EYFS-Interim Assessment Framework	Reading	Writing	Maths
	Proportion of pupils making expected or better progress		
All pupils (90)	86%	83%	91%
Pupil Premium (9)	78%	67%	78%

2018 Year 4 Key Stage 1 (Interim Assessment Framework)-Y4 Steps 2018	Reading	Writing	Maths
	Proportion of pupils making expected or better progress		
All pupils (88)	96%	89%	93%
Pupil Premium (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 and very few pupils are above the development bands 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 reading, phonics, writing and mathematics is variable between cohorts but is typically lower for disadvantaged pupils- especially at the higher threshold

	of attainment (exceeding/greater depth/secure+)
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 since 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 Key Stage 1 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 Age Related Expectation (ARE).
B.	Higher rates of progress and attainment in (and positive attitudes towards) reading, writing and mathematics	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 as measured by teacher assessments and successful moderation practices. Phonics pass rate for disadvantages (and all pupils) remains high following dip in 2017.
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	2018/19
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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	£5000 for TLC release + staff meeting time June 2019

<p>B. Sustained, high rates of progress and attainment in phonics as measured by Y1 and Y2 phonics screener pass rate.</p>	<p>New Deputy Head to maintain systems developed in 2017-18 and support new staff/new to school/role</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 a high pass rate in 2018 following very low Y1 phonics screener results in 2017. We want to repeat the success and gains made in 2018.</p>	<p>Review of phonics provision based on baseline screen at the start of Y1 and assessment/diagnosis throughout.</p> <p>Grouping and targeting of phonics teaching in Y1 and Y2.</p> <p>Review and use resources generated in 2017-18 e.g. speed sounds, website. Support staff new to school, Y1 or working with different ability group.</p>	<p>Head, Deputy, Literacy Lead, EYFS lead</p>	<p>£1000 for Deputy Head time June 19</p>
<p>B. Higher rates of progress and attainment in EYFS</p>	<p>Roll out of Objective Led Planning/ ABC approach to learning in EYFS.</p> <p>Enhance provision further through development of “Sustained, shared, thinking” and observations</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>Sustained, Shared Thinking is strongly associated with high-quality teaching and learning for young children. Children who engage in sustained shared conversations are more likely to do well in school and life.</p>	<p>EYFS lead to drive processes through regular phase meetings. Dovetailing of TLC peer and formal observations to include ABC and Sustained, Shared Thinking principles: The cycle of staff meetings; Peer observation; Formal observations; Wider monitoring evidence including book and data scrutiny, pupil discussion, staff feedback about ABC and Sustained Shared Thinking.</p>	<p>EYFS Lead</p>	<p>EYSIS funding/support £450 June 19</p>
Total budgeted cost					<p>£10,413</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<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>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>One-to-one/two tuition for pupil premium pupils in Year 3; pupils are given intensive tuition as an after school programme.</p> <p>Delivery of Phonics Intervention to Y3 pupils (teaching assistant led individual/small group reading intervention)</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>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>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Several pupils did not pass the Y2 phonics screen so we want to address this as they move into Ks2. North Tyneside Dyslexia Service offer training and materials to develop an intervention called "Fun With Phonics". This specific phonics intervention is based on exciting strategies for enhancing phonics intervention. The training and materials cover Dyslexia Team teaching materials and phonics based games. The intention runs for not less than 10 weeks with 3 x30 sessions per week. We will target the intervention towards pupils that did not pass the Y2 phonics screen with priority given to pupil premium pupils.</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>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Monitoring and reassessment</p>	<p>Inclusion TLR HT DHT</p>	<p>£24151 + ongoing training costs £1200 June 19</p> <p>£16,662 including ongoing training costs £1200 June 19</p> <p>£1200 June 19</p> <p>£1000 June 19</p>
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<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>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> <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.</p> <p>Implement the Nuffield Early Language Intervention to support language development in Reception aged children.</p> <p>Implement the Over and Over Intervention to support language development in Nursery aged children.</p>	<p>Language and communication skills are both the foundation and fundamental building blocks for learning, the links between communication and attainment are well documented.</p> <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.</p> <p>The Nuffield Early Language Intervention is 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.</p> <p>Over and Over is a daily 10 minute intervention is delivered to a targeted group of children. Children are assessed and tracked to measure the impact of the intervention over time. The Over and Over Intervention is consistent with the Education Endowment Foundation (EEF) Communication and Language Approaches which are rated as high impact for very low cost.</p>	<p>Accurate identification of pupils.</p> <p>Appropriately trained and supported teaching staff and teaching assistants.</p> <p>Engagement with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Accurate assessment at end of intervention in specific as well as standard assessments used by teachers.</p> <p>Staff received training and support in 2017-18. Additional training and support will be required for third reception TA that did not participate. Prompt accurate assessment to screen and select the pupils with weighting towards disadvantaged and EAL pupils. Staff delivering will be supported and challenged by the EYFS and SLT.</p> <p>Staff training and time.</p>	<p>HT YW & SW (HLTAs)</p> <p>EYFS Lead and R TAs</p>	<p>£3200 June 19</p> <p>£6400 June 19</p> <p>£1600 June 19</p> <p>TA time in Nursery Depending on success- £1000 June 19</p>
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<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 the “Thrive Intervention” to support vulnerable pupils and improve outcomes/wellbeing– prioritising LAC or previously LAC, pupil premium or those with complex needs. Develop teaching assistant learning communities (TALCs) linked to Thrive and role of support staff.</p>	<p>The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Thrive Approach can equip schools to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p>	<p>Thrive Accreditation. Regular meetings between SLT, SENCo and Thrive Practitioner. Support from new DHT with experience of Thrive. Ongoing support from LA Educational Psychology Service and use of Online Tools. Meetings and information sharing between leads, teaching and support staff (TLCs, TALCs) Development of dedicated Thrive spaces. Careful screening and implementation, initially for pupils with highest need and attached adult support able to follow up THRIVE activities set by the THRIVE practitioners.</p>	<p>HT, DHT, Inclusion Lead, SW</p>	<p>Half cost of Thrive Accreditation £2700 + cover £2000= £2350 Staffing £3200 Software cost £300 PA Thrive working group cost £300 2 days Educational Psychology time = £860 June 19</p>
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Total budgeted cost					£64,323
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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?
<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. 	<p>Training for Y1 classes Jan 18 from Absolute Energy</p>	<p>HT</p>	<p>£220 June 19</p>

		<ul style="list-style-type: none"> • It encourages visual and kinaesthetic learning 			
Higher take-up of residential trip for FSM pupils.	Cap cost of Robinwood residential trip for pupils eligible for FSM.	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 visit. We do not think it is beneficial for pupils and their families to miss this opportunity due to financial barriers.	Separate letter to FSM pupils. Finance officer manages payment plan.	CH, Finance	£724 June 19
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 June 19
Budgets costs					£1994
Total budgeted pupil premium costs 18-19					£76,680

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 training days, Project Team days and working groups). From January 2017, moved completely to Talk for Writing units. See tables in next column. Table in next column shows that typically, attainment over time and for cohorts over time increases for all pupils as well as pupil premium pupils.</p>	<p>Our full involvement with the Primary Writing Project has now concluded but we will continue to use and adapt Talk for Writing.</p> <table border="1" data-bbox="1335 181 1877 1021"> <thead> <tr> <th rowspan="2">Writing (at or better than age related expectation)</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> </tr> <tr> <th>(Expected or Exceeding)</th> <th>Average Points Score</th> <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> <td>84%</td> <td>2.01</td> </tr> <tr> <td></td> <td>(w+ or better)</td> <td>APS</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> <td>72% (50%)</td> <td>40.4 (expected = 40)</td> </tr> <tr> <td>Year 2 (pupil premium)</td> <td>79% (77%)</td> <td>46.4 (expected = 46)</td> <td>84% (91%)</td> <td>46.7 (expected = 46)</td> <td>77% (33%)</td> <td>46.4 (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> <td>87% (91%)</td> <td>52.6 (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> <td>89% (83%)</td> <td>58.5 (expected = 58)</td> </tr> </tbody> </table>	Writing (at or better than age related expectation)	2016		2017		2018		(Expected or Exceeding)	Average Points Score	(Expected or Exceeding)	Average Points Score	(Expected or Exceeding)	Average Points Score	Reception	83%	1.98	78%	1.96	84%	2.01		(w+ or better)	APS	(w+ or better)	APS	(w+ or better)	APS	Year 1 (pupil premium)	90% (88%)	41 (expected = 40)	78% (22%)	40.3 (expected = 40)	72% (50%)	40.4 (expected = 40)	Year 2 (pupil premium)	79% (77%)	46.4 (expected = 46)	84% (91%)	46.7 (expected = 46)	77% (33%)	46.4 (expected = 46)	Year 3 (pupil premium)	78% (50%)	52.4 (expected = 52)	81% (79%)	52.5 (expected = 52)	87% (91%)	52.6 (expected = 52)	Year 4 (pupil premium)	78% (67%)	58.3 (expected = 58)	86% (67%)	58.7 (expected = 58)	89% (83%)	58.5 (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>Good impact overall. Actions were followed and staff confident that approach resulted in high levels engagement which leads to high level attainment. Staff attended central training and had regular phase meetings. The EY lead dovetailed TLC peer and formal observations to include ABC principles. Wider monitoring evidence, including book and data scrutiny, pupils discussion, staff feedback about ABC were positive.</p>	<p>The performance of pupil premium pupils in the school (Good Level of Development) at 67% is above the performance of FSM nationally and in Local Authority at 60%. However it is lower than typical in the school (83%) which is linked to contextual factors and prior attainment. We will continue with this approach and supplement it with Sustained, Shared Thinking Approaches in 2018-19.</p>	Low financial cost. Cost is one of opportunity gained/lost through meeting/staff time.																																																							

Improved outcomes in Phonics	Meetings/communications with LA SIS in autumn with subsequent visits, training and visits to other schools. Review of phonics provision based on baseline screen at the start of Y1 and Y2 and throughout year, observation of phonics on 30/10/18 by LA and review by School Development Partner and subsequent action plan e.g. resources, website, visits to other schools etc. Correspondence, staff training of TAs and teaching staff.	Very good impact overall. Significant uplift in number of Y1 pupils passing phonics screen in Y1. From 70% in 2017 to 94% in 2018. 92% of Y1 pupil premium pupils passed the screen in Y1. National average 83% pass rate in Y1. Y2 pass rate for pupil premium pupils was 67% in 2018-in this cohort only 11% passed when they were in Y1.	Actions were successful in Y1 and Y2. We need to sustain this focus and effort. A number of the Y2 pupils that still did not pass will be picked up through quality first teaching, 122 tuition and a specific programme in Y3.	10% of LA School Improvement Service Level Agreement = £1060 Deputy Head time £1000 for ongoing assessment and feedback. Release time £500
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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	Teacher led Reading Recovery Intervention was given to 7 of the lowest attaining Y1 and Y2 pupils in 2017-18. 4 Y2s finished the intervention mid year and 3 Y1s are still participating at the time of writing this report. The entry and exit scores for the 4 pupils that have completed Reading Recovery show significant gains overall. For example, with reference to book bands/reading age, most pupils that start the intervention are on Book Band 0—3 but leave 9-22 bands above this. 3 of the 4 narrowed the gap in terms of reading age (BAS) though all but 1 remains behind. 2 of the 3 Y1 pupils passed the phonics screen (y1) and 2 of the 4 passed the phonics screen (y2).	This is a very costly intervention. However, the school is committed to this intervention and broadening the role of the RR teachers as part of her inclusion lead and 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 have rationalised this intervention in 2017-18 (3 pupils) and will sustain this in 2018-19.	£23000 + £1170 training costs
	Teacher Led Numbers Count Intervention	Teacher Led Numbers Count Intervention supported 7 pupils. All of the pupils increased their standardised score (measured in the difference between their maths and actual age). Entry scores ranged between 73 and 84 and exit scores ranged from 84 to 101. Adjusted age gains ranged from +5 months to +15 months. 0% of the pupils that received Numbers Count achieved the expected standard by the end of Ks1 (all were emerging at the end of EYFS)	A new member of staff took over this intervention in 2017-18. She received specific training which reduced the number of pupils that could participate (in the first year). Staff changes allowed for a rationalisation of this intervention given the reduction in pupil premium funding in 2017-18 and 2018-19. This is a costly intervention and whilst there are gains for almost all pupils that participate, it is still not enabling them to achieve the expected standard by the end of Ks1.	£16500 + £2200 training costs
	Teacher led one-to-one or one-to-two tuition	Teacher led one-to-one or one-to-two tuition was provided to every Y3 pupil premium pupil in Ks2. This supported 10 Y3 Pupil Premium pupils in 2017-18. All but 2 pupils that received tuition made sufficient progress in reading, writing and maths when compared to prior attainment. 91% were judged to be working at or above year group expectations in reading and writing and 82% in maths.	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.	£1500
	TA led Reading intervention (Boosting Reading Potential).	TA led Reading intervention (Boosting Reading Potential). 16 pupils across Ks1 benefited from this intervention in 2017-18. Almost all pupils made gains through this was sometimes only back to levels achieved whilst participating in reading recovery. Parental feedback was very positive for Y2 pupils.	Whilst there were some gains, these are variable and pupils typically remain below age-related expectation. We would seek to continue to run this intervention in 2018-19 but only if the budget allows. Careful oversight by the reading recovery teacher would be required.	£3200 (£2000 additional/overtime)
	TA led Numeracy intervention (first class @ Numbers)	TA led Numeracy intervention (first class @ Numbers). 4 Y3 pupils benefited from this intervention in 2017-18. 3 of the pupils had previously received Numbers Count but had regressed. 3 of the 4 pupils gained at least +10 months between Feb 18 and July 18. One pupils moved from -10 months to + 2 months (difference between actual and maths age).	The intervention helped 75% of pupils that received it to make accelerated progress where it had regressed. We would seek to continue to run this intervention in Y3 but only if the budget allows.	£1000
	TA led Writing intervention (first class @ writing)	Delivery of TA led Writing intervention (first class @ writing). 5 Y3 pupils benefited from this intervention in 2017-18. Greater confidence and enjoyment in writing was noted in all pupils. 3 of the 5 made sufficient progress in Y3 and reached age related expectation. There was some good gains overall in spelling accuracy and handwriting.	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 but only if the budget allows.	£1000
	Nuffield Early Language Intervention (NELI)	Delivery of Nuffield Early Language Intervention (NELI) enabled low attaining pupils to progress and 78% of the 9 pupils that participated achieved a Good Level of Development (GLD); the intervention was particularly successful with EAL pupils,	The execution of the trail at a national level invalidated the evaluation and resulted in some delays in the assessment and delivery at Marine Park. However we would like to adapt and extend it into all three classes in 2018-19 concentrating on the group work rather than the individual work.	£400

Targeting of provision to allow progress relative to starting point in PSE, communication and speech and language	HLTA led speech and language	HLTA led speech and communication therapy supported 25 pupils in EYFS and Key Stage 1 (and 1 in Y4) in 2017-18. 2 of these pupils followed a specific Speech and Language programme. This, alongside effective teaching and interventions, resulted in progress relative to starting point in CLL, PSE, reading, writing and maths. However, only 40% of Reception pupils supported by this intervention achieved a GLD. 67% of FSM pupils in Reception achieved a GLD.	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. Parental feedback: "We have seen improvements in her social skills and confidence," "xxx has enjoyed these sessions- I have enjoyed hearing all the songs/poems he has learnt."	£3000 June 18
	HLTA led nurture intervention called "Learning for Life"	HLTA led nurture intervention called "Learning for Life" supported 6 pupils in EY, 13 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.	Data impact is not always measurable in the short-medium term. The staff that led these interventions have good skill sets, and working relationships with staff, pupils and parents. Parental feedback: "xxx's confidence has grown," "xxx has really enjoyed Tuesday Club, she talks a lot about the activities she does," "I think it has been really good for him," "My children have benefited a lot from the opportunity to be in a smaller group." Pupil feedback: "I am able to meet and make new friends more," "It helped me try to keep my hands to myself," "This made me more resilient and happier in general," "It makes me calm and I do not have as many arguments," "It makes life better," "It has helped me be more sensible in class," "It's helped me listen and make things more sense." Staff feedback: "Her self-belief continues to grow," "I can already see a change in his confidence," "There have been less issues at playtime and xxx seems much happier in himself" "xxx is more confident in unusual and unfamiliar social situations" We would seek to maintain this intervention in 2018-19 and will use the screening tools from Thrive in order to provide better assessment and measures of progress.	£6000 June 18
	Attachment Training and Silverdale Support	Increase staff awareness of attachment through training from Virtual Head of Looked After Children. Attachment training took place on 4/9/17 and 16/4/18. Ongoing discussions with Virtual Head teacher. School staff benefited through involvement by Silverdale outreach Primary ARP to implement strategies for targeted pupils (including attending EHA meetings and making recommendations) and provided general advice based with reference to their strategy map which is part of our behaviour policy. Silverdale outreach supported all teaching staff on 27/9/17 and 4/10/17. Whole staff review of existing Behaviour policy on 4/9/17	- We will refer into and work closely with Silverdale as required in the future. It is beneficial to have dedicated support member of staff to continue with recommendation when Silverdale are not there (though this has significant staffing/cost implications which are difficult to sustain).	No cost other than training day and staff meeting time.
	Thrive Training	Two members of staff attended half of their Thrive training in the last term of the 2017-18 financial year and first term of 2018-19. Whilst both qualified and the training involved some screening and some work with individual pupils, the potential benefits of this initiative will only be measurable from September 2018 onward.	We are planning to roll out the intervention to pupils with the highest need (and adult support) and support all TAs through half termly Teaching Assistant Learning Communities (TALCs) in 2018-19	Half cost of Thrive £2700 + cover £2000 + Software cost £295 = £2498

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.	Peer massage training- a series of short routines that can be given on the hand or the back and head.	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.	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. Continuation in 18-19	£203
Higher take-up of residential trip for FSM pupils.	Cap cost of Robinwood residential educational visit.	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 18-19	£360
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 18-19	£626
Total Cost (in the region of)				£77,017

8. Additional detail about spending at Marine Park First School

NCENT Mastery in Maths

Children's chances of succeeding in education and life will be maximised if they develop deep and lasting procedural and conceptual mathematical understanding. The NCENTM's [teaching for mastery section](#) explains the rationale for this teaching approach, and presents case studies from schools, together with interviews with teachers involved in mastery projects through the [Maths Hubs programme](#).

Participating in the Work Group will provide the following benefits to participant schools:

- High quality support for teacher professional development for the lead teachers, facilitated by the Mastery Specialist
- Support for the head teacher in improving leadership related to teaching for mastery from the Mastery Specialist and the Maths Hub's leadership
- Opportunity to work closely with other schools also developing teaching for mastery
- No charge for participation and a grant of £1000 to help subsidise teacher release time

Great North Teaching School Alliance "Big Ideas in Early Years Mathematics"

A 3 day course for early years leaders (and potential leaders) seeking to provide a unique professional development opportunity focusing on developing teachers' mathematical subject knowledge in the most crucial stage of a child's school life. The course material will equip practitioners with some vital "big ideas" of early learning in maths (the Erikson Institute), which provide much needed detail and substance to existing Development Matters and ELG statements. This will support a school's approach to teaching for mastery across all phases of primary school and beyond. Some well researched and innovative pedagogies are modelled and explored, which will enable practitioners to maximise maths learning in their settings. The final aspect to the course is developing leadership capacity; encouraging each practitioner to feel equipped and confident to lead professional development in their own school and ensure cohesive practice throughout their early years setting.

The Thrive Approach

The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning. The 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.”

Phonics Intervention- North Tyneside Dyslexia Service- Fun With Phonics

Training and delivery of the specific phonics intervention based on exciting strategies for enhancing phonics intervention. The training and materials cover Dyslexia Team teaching materials and phonics based games. The intention runs for not less than 10 weeks with 3 x 30 sessions per week. We will target the intervention towards pupils that did not pass the Y2 phonics screen with priority given to pupil premium pupils.

The Over and Over Intervention

Over and Over is a daily 10 minute intervention is delivered to a targeted group of children using prepared School Library Service (SLS) resources over an initial 6 week period. Children are assessed and tracked to measure the impact of the intervention over time. There is an option to extend the programme beyond the initial 6 week block, with additional ‘Over and Over’ boxes provided by SLS. Support will be provided by LA to monitor and evaluate effectiveness.

The Over and Over Intervention is consistent with the Education Endowment Foundation (EEF) [Communication and Language Approaches](#) which are rated as high impact for very low cost.

Attachment 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.

The Nuffield Early Language Intervention (NELI)

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.

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 is 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.edgehill.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 Pupil Premium 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.