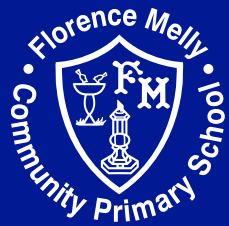


PUPIL PREMIUM STRATEGY



DETERMINATION, RESILIENCE, EMPOWERMENT, APPRECIATION, MOTIVATION & SAFETY

1. Summary information					
School	Florence Melly Community Primary School				
Academic Year	2018/19	Total PP budget	£220,440	Date of most recent PP Review	Sept 18
Total number of pupils	451	Number of pupils eligible for PP	167 (37%)	Date for next internal review of this strategy	Dec 18

2. Current attainment - End of Academic Year 2017/18 (Averages from Year 1 - Year 6)			
	Pupils eligible for PP	Pupils not eligible for PP	Gap
% achieving expected standard or above in reading	52%	62%	-10%
% achieving expected standard or above in writing	50%	59%	-9%
% achieving expected standard or above in maths	58%	65%	-7%
% making expected progress in reading (as measured in the school)	89%	91%	-2%
% making expected progress in writing (as measured in the school)	91%	94%	-3%
% making expected progress in mathematics (as measured in the school)	93%	93%	=

3. Summative Attainment Data Overview (End of Academic Year 2017/18)

EYFS	% Achieving GLD			KS1 (Y2)	At Expected or Above			Higher Standard/Greater Depth			KS2 (Y6)	At Expected or Above			Higher Standard/Greater Depth		
	All	PP	Gap		All	PP	Gap	All	PP	Gap		All	PP	Gap	All	PP	Gap
GLD	68%	31%	-37%	Reading	62%	63%	+1%	16%	7%	-9%	Reading	76%	69%	-7%	30%	19%	-11%
Prime	72%	39%	-33%	Maths	67%	67%	=	12%	7%	-5%	EGPS	78%	73%	-5%	39%	31%	-8%
Specific	68%	31%	-37%	Writing	55%	59%	+4%	9%	7%	-2%	Maths	78%	73%	-5%	33%	27%	-6%
				RWM	52%	56%	+2%	7%	7%	=	Writing	78%	73%	-5%	19%	15%	-4%
											RWM	72%	65%	-7%	11%	12%	+1%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
1	Poor communication, speech and language skills on entry to school
2	Low prior attainment
3	Lack of resilience
4	Mental health issues
5	Poor behaviour/personal development
6	Low expectations and aspirations
7	Special educational needs/disabilities

Additional barriers (including issues which also require action outside school,	
8	Low attendance and poor punctuality
9	Instability at home/Safeguarding concerns/Family circumstances/Poverty
10	Lack of opportunities/life experiences

4. Intended outcomes (2018/19 Academic Year)		Success criteria
1	Close the attainment gap at GLD/Target pupils transitioning from EYFS to Year 1	<ul style="list-style-type: none"> • Improvements in the % of PP children achieving a Good Level of Development in 2019. • Improvements in the % of PP pupils working at the expected standard or above in Year 1. • Gap closed between PP and Non-PP attainment in the Year 1 Phonics Screening Check
2	Diminish the differences in attainment between disadvantaged and all pupils across the school; particularly those in Year 4 and Year 6	<ul style="list-style-type: none"> • Improvements in the % of PP children working at the expected standard or above in 2019 and the gaps closed (taken from the school tracking system and summative end of key stage data). • Better rates of progress made in Year 4 and Year 6 are evident.
3	Improve the rates of accelerated progress made by disadvantaged pupils across the school	<ul style="list-style-type: none"> • Disadvantaged pupils make better rates of progress compared to all pupils. • Disadvantaged pupils make better rates of progress in 2019 compared to the progress made in 2018.
4	Improve the attendance of PP pupils, particularly those who are persistently absent	<ul style="list-style-type: none"> • Improvements in disadvantaged pupils' attendance. • A reduction in PP persistent absenteeism.
5	Pupils are exposed to a wide range of social/cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'.	<ul style="list-style-type: none"> • Increased confidence/self-esteem taken into academic situations. • Positive pupil/parent voice capturing
6	Further develop an ethos of high attainment for all pupils	<ul style="list-style-type: none"> • Improvements in the % of PP pupils working at the expected standard or above in all year groups.

5. Review of expenditure (2017/18 Academic Year)

i. Quality of teaching for all (Classroom Pedagogy)

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
<p>Improve attainment and progress in reading across all year groups, particularly those in Year 6.</p>	<p>Improve the quality and consistency of first teaching in reading.</p>	<p>Highly Successful - Pupils attainment in Year 6 improved in 2018. The % of pupils achieving the expected standard or above increased to 76% from 71% in 2017 and was above the national average (75%) in 2018. PP attainment also improved in 2018 to 69% (4% higher than in 2017 and 23% higher than in 2016). The percentage of all pupils achieving a high standard also improved (+10%) and PP pupils (+6% to 19%).</p>	<p>This approach was successful and will be modified and used in future. The impact of a third, qualified teaching in Year 6 ensured that high quality interventions supported those pupils who needed to make accelerated progress. The addition of a HLTA in Year 6 also contributed significantly to ensuring the school's results were above national average for reading in 2018.</p> <p>However, the impact of interventions in other year groups did not yield the same results as in Year 6. The school will be proactive in sharing the good practice in Year 6 across the school during the 2018/19 academic year. The school will allocate more funding to provide additional staff in underperforming year groups in 2018/19.</p>	<p>£73,969 £19,106</p>
	<p>Develop the use of 'ERIC' time, reading corners and provide a wider variety of books for pupils to access in class.</p>	<p>Variable Success - Pupil achievement in reading was variable across the school. It was the highest attaining area only in Year 1. In Year 5, reading was the lowest attaining area despite considerable time being allocated to ERIC time in Year 5 as part of the Accelerated Reader initiative. On average, disadvantaged pupils made the lowest rates of progress in reading (89% making expected progress or better).</p>	<p>The success of this approach proved variable and will be modified for the future. In the most successful cases, ERIC time was provided daily and reader corners were utilised to their potential but the use was inconsistent across the school. The classes where 'Accelerated Reader' was used during ERIC time (Year 4, 5 and Year 6), greater enthusiasm towards reading activities was evident - but this did not always equate to higher rates of achievement. The school will look into allocating more funding to Accelerated Reader, rolling it out in more classes next academic year to help develop a 'reading for pleasure' culture.</p> <p>Progress was strongest in one Year 6 class (58% and 54% for all and PP pupils respectively) and this can be credited to high quality guided reading, led by both the class teacher and HLTA. This model will be utilised next year and the reading aspect of the curriculum revamped.</p>	<p>£1,932</p>
<p>Improve attainment in writing across all year groups</p>	<p>Increase the frequency of interventions to plug 'gaps in learning' (daily, weekly, long term)</p>	<p>Successful - Improvements were made to the % of pupils achieving the expected standard or above in writing and EGPS at the end of KS2. Results were in-line with national averages. Since 2016, a 35% improvement has been made in EGPS by PP pupils and a 23% improvement in writing. The school has also seen a 6% improvement since 2017 in the % of PP pupils working at greater depth in writing.</p>	<p>This approach proved successful. The school's tracking system allows for accurate identification of underperforming pupils and staff have taken ownership of the system. A more robust cycle of monitoring, moderation and pupil progress reviews has been established and will be implemented in the 2018/19 academic year.</p> <p>The school has invested in a new system for evidencing short-term interventions and staff will be issued with the resources at the start of the new academic year.</p>	<p>£4,583</p>

Improve attainment in writing across all year groups	Improve the quality and consistency of first teaching in writing.	<p>Successful - Higher quality teaching and learning experiences resulted in improving outcomes for the pupils. However, the quality of teaching remains variable and the outcomes reflect this. The best performing year groups bring about rapid improvements e.g. In Year 6, 54% of PP pupils made accelerated progress in writing resulting in 78% of all pupils and 74% of PP pupils achieving the expected standard or above. These writing judgements at the end of KS2 were also externally moderated. Writing remains the lowest performing area in all year groups apart from Year 5 and 6.</p>	<p>Focussing on high quality first teaching has led to an improved culture and focus on writing this academic year. This has not yet however led to significant gains in all year groups in the % of pupils working at the expected standard or above in writing and further work in this area is required next year. Writing remains a whole-school target and will form part of the performance management process in 2018/19</p> <p>The appointment of a Lead Practitioner has helped boost the performance of underperforming staff and led to better outcomes for pupils. This needs to be utilised to its full potential next year.</p> <p>A new monitoring cycle will also be implemented in 2018/19 to bring about further improvements in this area next year. Significant funding will be made available for staff CPD to further improve the quality and consistency of first teaching in writing next year.</p>	£50,048
	Implement a new teaching sequence for writing.	<p>Variable Success - There is now a greater consistency in the teaching of writing and the exercise books show that all staff are following the agreed teaching sequence. Far more engaging activities are being planned for and the quality of cross curricular writing has improved significantly. Pupils engagement in writing activities is improving steadily.</p> <p>However, this has not resulted in better outcomes in many year groups. E.g. the % of PP pupils achieving the expected standard in Year 2 was lowest in writing (59%) pulling in the RWM combined results down considerably.</p>	<p>Although the % of good (or above) teaching has increased, this has not always resulted in significantly improved outcomes for our pupils. Further investment in this area is required next year. We are not happy with the rates of progress in this area and a new sequence and long-term plans have been adopted for the 2018/19 academic year. A more robust cycle of monitoring will be introduced to ensure that teaching remains good or above and that weaker teaching can be eradicated.</p>	£18,687

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
Improve reading and writing progress and attainment for PP pupils	PP pupils targeted for extra writing by teachers, teaching assistants and online systems e.g. 'Lexia' and Accelerated Reader	<p>Variable Success - Improvements were made to the % of pupils achieving the expected standard or above in reading, writing and EGPS at the end of KS2. Results were in-line with national averages. Results from in-house data are variable. PP pupils still perform best in maths in all year groups. This subject gap needs to be closed next year. Staff confidence in teaching and plugging gaps in maths is far better than it is in English. This needs to be developed next year and CPD provided.</p>	<p>The success of this approach proved variable and will be modified for next year, particularly the use of online systems to help support PP pupils. Accelerated reader proved to be popular amongst the pupils and has helped develop a stronger 'reading for pleasure' culture but this has not always translated into better outcomes for the pupils (Year 5 for example, where reading remains the weakest subject area (53% of pupils working at the expected standard or above). The school will continue to utilise Accelerated Reader next year and expects outcomes to improve over time.</p> <p>Highly effective TAs provided well planned interventions which resulted in better rates of progress (Year 6 for example) but the effective deployment of TAs is an area which needs exploring next year.</p>	£16,038

<p>Improve reading and writing progress and attainment for PP pupils</p>	<p>1:1 or small group support for PP pupils who require it.</p>	<p>Successful - When this approach has been deployed, it has proved successful. The use of a skilled TA to work alongside low attaining PP pupils in small groups has yielded improving results. PIVATS assessments are used effectively to measure the improvements, regardless of how small they are.</p> <p>Skills such as resilience and independence have improved and the children speak positively about working in the small group structure.</p> <p>A greater focus has been placed on challenging the more-able PP pupils. A new MA Lead has been appointed to help bring about further improvements in this area.</p> <p>The school has strengthened its pastoral support to help develop self-esteem and confidence of targeted pupils. This has had a positive impact, particularly the establishment of a lunchtime social skills club. The children talk enthusiastically about this support.</p>	<p>This approach proved successful but is costly in term of deploying staff on a one to one basis. Providing small group work, led by a skilled TA, will continue to be offered next year.</p> <p>Further work is required when provision mapping to ensure the effective practice is being captured.</p> <p>Time needs to be allocated to the new More-Able Lead to develop the role and bring about further improvements in this area. The MA Lead will take responsibility for developing the use of tracking short-term interventions.</p> <p>The school will further strengthen its pastoral capacity next year.</p>	<p>£6,649 £9,920</p>
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iii. Other approaches (Whole-School 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
<p>Improve the attendance and punctuality of PP children</p>	<p>Employment of Attendance Lead and EWO as necessary</p>	<p>Variable Success - The appointment of an Attendance Lead designated to improving attendance outcomes has proved successful. Attendance has a far higher profile in school but this has not yet resulted in better rates of attendance for pupils (95.66% in 2016/17 and 95.50% in 2017/18). So far, this academic year the whole-school attendance is 95.7%, a small improvement. The attendance of PP children is 96.99%, above that of non-PP children.</p>	<p>Aspects of this approach proved successful and will be used again next year, with the profile and time allocated to this role raised further. The school will not be using an EWO from Easter 2019, when the current SLA expires. The EWO did not have the expected impact on raising attendance and reducing persistent absenteeism.</p> <p>Punctuality is no longer a priority. The school's breakfast club and the pastoral support on offer has addressed this issue.</p>	<p>£4,377</p>
	<p>Incentive scheme using Class Dojo put in place to promote attendance</p>	<p>Successful - The use of Class Dojo has proved successful and has contributed to the improvements in attendance rates. The highest amounts of Dojos are awarded for good attendance - giving it the highest profile in school. Children talk enthusiastically about the Dojo rewards and enjoy earning points and spending them in the Dojo cabinet. The school council have been consulted regarding the prizes available.</p>	<p>This approach proved successful and will be used again next year. Small amendments will be made e.g. Double-Dojos for good attendance and new prizes purchased for next year.</p> <p>The leadership of the Dojo system will be moved to the Pastoral Team next year, who will allocate more time to driving improvements.</p>	<p>£3,000</p>

<p>Further improve engagement of PP children in the wider life of school.</p>	<p>Use wider variety of extra-curricular activities to engage more PP pupils and provide them with experiences they would not normally have access to.</p>	<p>Highly Successful - After-school clubs were well attended and proved popular amongst all pupils, including those who are in receipt of the PPG. The clubs had a positive impact on pupils' engagement in physical activity, their health and well being. Pupils engaged in clubs which they otherwise would not have access to like Brazilian Samba for example. The school also developed effective links with the local football clubs, in order to provide memorable experiences for our children, particularly the PP pupils. This has resulted in greater engagement. For example, 30% of PP children have attended live football matches at Anfield (63% of all pupils who attended). Nine targeted PP children had the opportunity to watch football matches in an executive box. 36% of PP children have participated in workshops and other memorable experiences with Liverpool Football Club.</p>	<p>This approach proved highly successful and will be used again next year. Offering memorable experiences to our pupils is important to the school and this is an area the school has strengthened considerably over the past 12 months. The school has well established links with both local football teams and the children have participated in memorable experiences such as: Collapsed Curriculum Day at Anfield featured on BBC Match of the Day; creating a mosaic that is now a permanent piece of art at Anfield stadium; training with LFC player Sadio Mané; attending Q&A sessions with LFC players and meeting and greeting the Liverpool team before a Premier League match. The school intends to further invest in the quality of experiences it offers its pupils, particularly the PP children next academic year.</p>	<p>£8,288 £16,456</p>
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Total Pupil Premium Spend 2017/18

£233,053

6. Planned expenditure (2018/19 Academic Year)

i. Quality of teaching for all (Classroom Pedagogy)

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
<p>Close the attainment gap at GLD/ Target pupils transitioning from EYFS to Year 1</p>	<p>Improve the quality and consistency of first teaching in the EYFS and Year 1 - focussing specifically on feedback.</p>	<p>The Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/).</p> <p>There is a substantial number of reviews and meta-analyses of the effects of feedback. Feedback has effects on all types of learning across all age groups and pupils can gain +8 months (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/). Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")</p>	<p>Allocate an additional 0.6 class teacher to support communication, speech and language development in the EYFS.</p> <p>High quality provision with well-qualified and well-trained staff is essential.</p> <p>High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning.</p> <p>Monitoring reveals that staff provide specific guidance to pupils on how to improve and not just tell students when they are wrong.</p> <p>Staff to be supported with effective professional development.</p>	<p>Assessment Lead</p> <p>EYFS Lead</p> <p>KS1 Lead</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>April 2019</p> <p>June 2019</p> <p>July 2019</p>
	<p>PP pupils to make (or exceed) expectations for progress and attainment.</p>	<p>Evidence from the EEF Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/) suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Utilise the resources from the Talk Boost/Talk for Writing/Time to Talk/ Motor and Perceptual Skills Development initiatives.</p> <p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>EYFS baseline assessments are accurate and robust.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching</p>	<p>Assessment Lead</p> <p>EYFS Lead</p> <p>KS1 Lead</p>	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>

Diminish the differences in attainment between PP and all pupils across the school; particularly those in Year 4 and Year 6	Teacher to pupil ratio to be increased in Reception, Year 4 and Year 6 to close the attainment gap between PP and all pupils.	<p>The Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/.</p>	<p>Appoint an additional, full-time class teacher for Year 4.</p> <p>Set up three Year 4 classrooms, using the pastoral room as the third room.</p> <p>Purchase new resources and equipment for the new room.</p>	Headteacher	December 2018 April 2019 July 2019
	To enhance CPD to ensure high quality first teaching.	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research (See Sutton Trust (2011) and Social Mobility Commission (2014b) which has found that good teachers are especially important for pupils from disadvantaged backgrounds (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)</p> <p>Leaders in more successful schools ensure their staff have the skills and training to take on more specialist roles (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)</p>	<p>Audit of staff skills to distinguish strengths and areas for development.</p> <p>Develop a new system for identifying, recording and monitoring CPD training and the dissemination of materials.</p> <p>Develop a strategic plan for high-quality Staff INSET.</p>	DHT Lead Practitioner	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
Improve the rates of accelerated progress made by targeted PP pupils across the school	Appoint an AHT to oversee Pupil Premium at the school.	<p>Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Appoint a new AHT in Autumn Term 2018.</p> <p>Allocate sufficient time for the newly appointed AHT to monitor and evaluate the effectiveness of the PP strategy.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching.</p> <p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p>	AHT Teaching Staff TAs	December 2018 April 2019 July 2019
Quality of teaching for all (Classroom Pedagogy) Budget:				£88,692	

ii. Targeted support

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Improve the rates of accelerated progress made by targeted PP pupils across the school	Varied interventions (according to need) to be provided before (and sometimes during) school. £63,518	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours) (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Analysis of the short/long term provision maps.</p> <p>Allocate sufficient time for all staff to engage with the data themselves: they input, analyse and use it to underpin their teaching.</p>	SENCO	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>
	Improve the robustness of the monitoring cycle, increasing the frequency of monitoring and moderation across all subject areas.	<p>More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.</p>	<p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>Robust and frequent Pupil Premium/Pupil Progress Reviews.</p>	<p>DHT AHT</p>	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>
	Provide bespoke additional one to one/small group support for targeted individuals.	<p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.</p>	<p>Designate specific staff to support individuals.</p> <p>Provide bespoke CPD opportunities for staff designated to working with specific individuals.</p>	<p>SENCO Pastoral Team</p>	<p>October 2018 December 2018 February 2019 April 2019 June 2019 July 2019</p>

<p>Improve the attendance of PP pupils, particularly those who are persistently absent</p>	<p>Strengthen pastoral support.</p>	<p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>Appoint an additional Pastoral Support Officer to lead EHATs.</p> <p>Further develop the school behaviour system/Class Dojo rewards.</p> <p>Frequent short and long term analysis of attendance data.</p> <p>Evidence of joined-up approaches with external agencies.</p>	<p>Attendance Lead</p> <p>Pastoral Team</p>	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>
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Targeted Support Budget:

£87,747

iii. Other approaches (Whole-School Approaches)

Intended outcome	Key Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
<p>Pupils are exposed to a wide range of social/ cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'.</p>	<p>Provide memorable opportunities and experiences which would normally be 'out of reach'.</p>	<p>Leaders in more successful schools make decisions based on a detailed understanding of their pupils' needs. They adopt the strategies that they think will have the greatest impact, rather than prioritising their ability to account for their school's spending on disadvantaged pupils (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Allocate appropriate staff and resources to facilitate a range of enrichment trips.</p>	<p>DHT</p> <p>Pastoral Team</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>April 2019</p> <p>June 2019</p> <p>July 2019</p>
	<p>Target disadvantaged pupils to partake in enrichment/ cultural visits.</p>	<p>The school serves an area of considerable disadvantage showing a very high level of overall deprivation with almost all (96.2%) of the ward falling into the most deprived 10% nationally. This is significantly higher than the city-wide average (49.6%) and means that over 15,000 local residents live in some of the most deprived areas in England.</p>	<p>Purchase a new mini bus to facilitate transporting the children to and from events.</p>	<p>Pastoral Team</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>April 2019</p> <p>June 2019</p> <p>July 2019</p>
	<p>Pupils in Year 2 and Year 6 to participate in Outdoor Adventure Learning Residential trips.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Additional, Evidence from the EEF Teaching and Learning Toolkit (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/) claims that collaborative learning produces results of +5 months progress. The impact of collaborative approaches on learning is consistently positive.</p>	<p>Appoint an additional Pastoral Support Officer to lead the enrichment activities</p> <p>Collect and analyse pupil and parent voice.</p> <p>Provide exciting residential trips and capture pupil and parent voice to quantify the impact</p>	<p>Pastoral Team</p>	<p>July 2018</p>

Further develop an ethos of high attainment for all pupils	Use our school values and vision to challenge our pupils to achieve and hold high aspirations.	According to the EEF, there is very limited research into aspirations and the impact of aspiration intervention on progress. However, as a school we have noticed a significant improvement in the culture since the establishment of our DREAMS core values. According to 'Supporting the attainment of disadvantaged pupils - Briefing for school leaders' (2015): more successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.	Weekly core values awards. Rigorous performance management and monitoring of staff performance.	Lead Practitioner All Staff	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019
	Purchase bespoke exercise books which promote higher expectations of the pupils and allow staff to easily identify gaps in pupils learning.	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. At Florence Melly we see the pupils' exercise books as a vital part of the teaching and learning process and have invested in bespoke designs for all subjects across the curriculum.	Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated. Collect and analyse pupil voice.	Lead Practitioner Subject Leaders	December 2018
Other approaches (Whole-School Approaches) Budget:				£50,793	
Total Pupil Premium Spend 2018/19				£227,232	

