



1. Summary information					
School	HIGH STREET PRIMARY ACADEMY				
Academic Year	18/19	Total PP budget	£122,760	Date of most recent PP Review	Sept 18
Total number of pupils	152	Number of pupils eligible for PP	93	Date for next internal review of this strategy	Feb 19

2. Current attainment – Year 6 ( 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
achieving ARE in reading, writing and maths	36%	70%
progress in reading	-0.44	0.31
progress in writing	-1.37	0.24
progress in maths	-4.69	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Need to develop wider ranges of vocabulary
B.	Low levels of resilience and lack of confidence in our disadvantaged pupils
C.	Pupils mental health and wellbeing not allowing them to focus effectively on their learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low parental expectation/engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Implementation of the Communication commitment and oracy projects will allow for children to be immersed in a greater range of high level vocabulary. Vocabulary displayed in school will be of a high	Pupils reading, writing and speaking skills will show more developed use of higher level vocabulary and understanding within texts.

	level and vocabulary will be a focus in all areas of the school to ensure that children are accessing a wide range of language.	
<b>B.</b>	Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future.	Pupils able to manage own learning and to make progress from their starting points. They will be able to identify learning needs and successes. Resilience will be a particular focus with disadvantaged pupils and profiles as well as teacher expectations will allow for regular successes in learning.
<b>C.</b>	All pupils are appropriately supported in school and at home to allow them full access to the curriculum.	All pupils are confident to access learning and their progress from their starting point is positive. Wellbeing reviews will show improvements in pupil wellbeing and levels of involvement in the curriculum. The number of behavioural incidents will have reduced.
<b>D.</b>	Parents will attend all pupil progress meetings and more school activities.	PP attendance will be in line with national. Pupil progress will accelerate from initial starting point. Parents will liaise with school more regularly.

5. Planned expenditure					
Academic year	2018/19				
i. Improved vocabulary skills					
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?
Children will have access to and be able to confidently use a higher level of vocabulary, which will improve their understanding across the curriculum and allow for higher quality work being produced.	CPD for all staff to develop the communication commitment. Whole class guided reading shows a clear focus on vocabulary teaching. Vocabulary displayed around school that is relevant to the learning. The school will take part in the Oracy Project.	Outcomes from previous oracy work demonstrates that pupil learning accelerates. Confidence in spelling allows pupils to focus on higher order language and write freely. Real world opportunities has proven before to enhance the quality and engagement in writing. Spoken language skills, which include understanding, are associated with: <ul style="list-style-type: none"><li>• Academic success and attainment</li><li>• Literacy outcomes</li><li>• Numeracy outcomes</li><li>• Positive social relationships</li><li>• Friendships</li><li>• Behaviour</li><li>• Emotional development</li><li>• Employability and later life chances</li></ul>	Lesson observations and learning walks will have a focus on how vocabulary is being taught and embedded, and will show children trying to use and development the vocabulary skills. Rapid support for staff who struggle to deliver interventions. Feedback from parents/ reading record comments/ frequency of parents hearing children read.  Pupil conferencing will show that pupils feel they are being given a range of opportunities to develop their vocabulary skills.  Staff will have training on the communication commitment and develop their teaching to include a strong focus on vocabulary in lessons across the curriculum.  We will participate in the Oracy project	SLT  English lead  Tracking reading logs  SLT/ class teachers  SLT  All staff  All staff	Termly
Total budgeted cost					£48,742
ii. Develop resilience					
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?

Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future. Develop chances for regular successes for disadvantaged pupils in order to build up their self-esteem and ability to take risks.	Visible learning implemented across the school. Implement academic resilience package in KS2 for disadvantaged pupils. CPD linked to quality first teaching. CPD for staff on supporting disadvantaged pupils and developing resilience.	Visible learning is a worldwide program that proven impact on learning and progress. Academic resilience has proven case studies that show there are quick gains to me made in pupil progress. Quality first teaching is the basis of the code of practice and is referenced in all CPD linked to enhancing pupil outcomes.	Visible learning is part of a MAT wide project that is constantly evaluated. Inset to develop staff skills and outcomes reviewed through monitoring, books and pupil conferencing. Lesson observations will show that all teaching is good or better.  Children will demonstrate a better level of resilience to failures, and be able to take more risks in learning due to teaching staff involvement during lessons.	Osiris Education  SENCO  SLT  All staff	Termly progress days.
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**Total budgeted cost** £0

### iii. Develop wellbeing and levels of involvement in learning

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?
All pupils wellbeing is monitored in school so that staff are aware of children's ability to engage with a given task. All identified pupils feel safe, secure and able to have a voice in school.	To work alongside our SENCO and outside agencies to support the children in managing their behaviours. Working with the PSA, the educational psychologist and members of the Multi agency support team. Wellbeing reviews for pupils in each class to look at areas where wellbeing is poor and to develop a range of strategies. Interventions groups with staff support.	Feedback during pupil progress meetings. Feedback from the pupil intervention group. Feedback from staff and parents about positive changes to learning with the pupils. Research shows that a lack of wellbeing will directly impact the level of involvement within learning. Children with a lower level of wellbeing will progress at a slower rate academically due to not being in the right mind frame to be able to focus on the work being set. Difficulty in managing behaviours.	Termly feedback meetings. Moderation of pupils work. Pupil conferencing Staff INSET on using a developing approaches to pupil wellbeing and self-management of behaviours to ensure that they have a focus on pupil's ability to engage with learning. Regular reviews of wellbeing to ensure that any changes are being identified quickly and acted upon.	Senco SLT All staff	Termly

**Total budgeted cost** £37,716

### iv. Parental engagement

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?
Parents will be more	Staff member linked to the	Target pupils are seen in pupil progress	Pupil progress meetings.	Headteacher	Termly

involved in the school's wider	<p>school education welfare officer.</p> <p>Collecting absent children.</p> <p>PSA to link with parents to ensure that they attend all parents evenings.</p> <p>Texting parents to remind them of events and important dates in school.</p> <p>PSA to look at developing pupil skill sets.</p> <p>PSA to support parents with appointments outside of school so that they are accessing appropriate support when needed.</p> <p>Offer a breakfast club to ensure that children are in school, have had breakfast and have had purposeful interactions with peers and other adults</p>	<p>meetings to accelerate their progress when they are in school.</p> <p>Research from the EEF shows that there is more positive engagement by parents via the text reminder service.</p> <p>By ensuring that parents are able to access their children's curriculum we will see increased engagement with home learning.</p> <p>Ensure that pupils are in the school and ready to learn.</p>	<p>Checking of attendance with EWO.</p> <p>Weekly meetings with the PSA</p> <p>PSA to keep records of parent meetings/outcomes and actions and review regularly to ensure that parental engagement is being tracked and families can be targeted with appropriate support.</p>	SLT PSA	
<b>Total budgeted cost</b>					£18,527