

The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience;
each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

School Improvement: *Pupil Premium Strategy*

2016-2017

The Bliss Charity School: Pupil Premium Strategy (2016-2017)

The Pupil Premium is an additional grant paid to schools to:

- raise the attainment of disadvantaged pupils of all abilities to reach their potential
- support children and young people with parents in the regular armed forces

Section 1: Summary information					
School	The Bliss Charity School				
Academic Year	2016-17	Total PP budget	£35,940	Date of most recent PP review	October 2017
Total number of pupils	193	Number of pupils eligible for the PP	30 (16%)	Date for next internal review of this strategy	N/A

Disadvantaged pupils are ...

- A.** Children currently entitled to free school meals (FSM) due to the family being on income support – this is not the same as universal infant free school meals. This is £1,320 per child.
- B.** Children who were entitled to free school meals at any point in the last six years (Ever 6 FSM). This is £1,320 per child.
- C.** Children in care (Looked After Children – LAC). This is £1,900 per child and called Pupil Premium Plus. This grant is managed by the Virtual School Head (VSH) and devolved to schools via an Electronic Personal Education Plan (ePEP). Additional Pupil Premium Plus funding for LAC can be applied for via the VSH, if required/necessary.
- D.** Children who left care through adoption or another formal route (Post-LAC). This is £1,900 per child and called Pupil Premium Plus. This grant is devolved directly to schools just like the Pupil Premium.

Pupils from military families attract additional funding ...

- E.** The service premium is extra funding for schools to support children and young people with parents in the armed forces. £300 per year is allocated to schools for each child recorded as Ever 6 Service.

Reception					Year 1					Year 2					Year 3					Year 4					Year 5					Year 6				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1			1	1	1	4	1		1	3					3			1		1	1			2	2	3				4				
3					7					3					4					4					5					4				
TOTAL (whole school): 30																																		

Section 2: Attainment		
KS2 SATs 2016 - RAISEonline (7 pupils eligible for PP out of a cohort of 27)	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Pupils not eligible for PP at The Bliss Charity School (Non-disadvantaged – National Average)</i>
% achieving <i>expected</i> standard - or above - in reading, writing and maths	14	76 (60)
% achieving <i>expected</i> standard - or above - in reading	29	100 (72)
% achieving <i>expected</i> standard - or above - in writing	57	81 (79)
% achieving <i>expected</i> standard - or above - mathematics	57	95 (76)
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% achieving <i>greater depth</i> in reading, writing and maths	0	19 (7)
% achieving <i>greater depth</i> in reading	0	29 (23)
% achieving <i>greater depth</i> in writing	0	33 (18)
% achieving <i>greater depth</i> in mathematics	0	29 (20)
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KS1 SATs 2016 - RAISEonline (5 pupils eligible for PP out of a cohort of 30)	<i>Pupils eligible for PP at The Bliss Charity School</i>	<i>Pupils not eligible for PP at The Bliss Charity School (Non-disadvantaged – National Average)</i>
% achieving <i>expected</i> standard - or above - in reading	60	80 (78)
% achieving <i>expected</i> standard - or above - in writing	60	76 (70)
% achieving <i>expected</i> standard - or above - in mathematics	40	84 (77)
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% achieving <i>greater depth</i> in reading	20	32 (27)
% achieving <i>greater depth</i> in writing	20	16 (15)
% achieving <i>greater depth</i> in mathematics	20	28 (20)
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Section 3: *Barriers to Future Attainment*

In-school barriers (sources: <i>RAISEonline 2016</i> ; and 'Barriers to Learning' analyses completed by all class teachers)	
A	Ability to deduce and infer meaning from texts – and to justify those deductions and inferences with supporting evidence from the text – is preventing higher attainment at the <i>expected</i> and <i>above expected</i> levels.
B	Underdeveloped letter formation and a lack of uniform, fluent joining is preventing higher attainment at the <i>expected</i> and <i>above expected</i> levels in writing.
C	Lack of number fluency and calculation automaticity is preventing the development of higher-level, independent problem-solving and reasoning skills in mathematics, and this is inhibiting higher attainment at the <i>expected</i> and <i>above expected</i> levels.
D	Disadvantaged pupils are making less progress from their starting points than other (non-disadvantaged) pupils nationally and other (non-disadvantaged) pupils in the school. Consequently, they are attaining at a lower level.
E	Lack of self-regulation in pupils managing their own learning and progress.
External barriers (source: <i>RAISEonline 2016</i> and <i>Inspection Dashboard 2016</i>)	
F	The attendance rate for FSM was 94.1% in 2015 - 2016 – lowest 10% nationally (<i>Inspection Dashboard 2016</i>); it was below the whole school figure of 96.1% and the non-FSM figure of 96.5%. Absence reduces school hours and contributes to attainment differences between disadvantaged pupils and non-disadvantaged pupils.

Section 4: *Outcomes*

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Pupils have the ability to identify and extract evidence to support less obvious answers from the texts they read; and they develop the ability to respond to deductive and inferential text-based comprehension questioning in a range of verbal and written formats.	The gap between disadvantaged children and non-disadvantaged pupils in reading is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
B	Automaticity in handwriting achieved by all pupils so the physical act of writing and letter formation is sufficiently easy, and attention can be focused on the content of the writing (composition).	The gap between disadvantaged children and non-disadvantaged pupils in writing is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
C	Number fluency and automaticity in age-related calculation achieved by all pupils so attention can then be focused on reasoning and the problem-solving process.	The gap between disadvantaged children and non-disadvantaged pupils in mathematics is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.
D	Higher progress rates in all Prior Attainment Groups for pupils eligible for PP.	Pupils eligible for PP make at least as much progress from their starting points as non-disadvantaged pupils in reading, writing and mathematics.
E	Pupils eligible for PP acquire the ability and desire to self-motivate in order to overcome barriers in learning and aspire towards higher achievement independently.	Pupils eligible for PP engage with the metacognitive learning scheme and develop a 'growth mind-set' towards their learning and their ability to learn. Greater capacity to self-regulate and overcome barriers to learning independently evident.
F	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP in-line with non-disadvantaged pupils (less than 6%). Overall PP attendance to improve from 94.1% to ≥96%.

Section 5a: Planned Expenditure - Quality Teaching for All

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Higher PP progress rates.</p>	<p>New: Implementation of a new 'assessment, progress-tracking and intervention-planning' system.</p>	<p>Precise and timely 'assessment, progress-tracking and intervention-planning' - at a class level - is a proven, successful strategy in identifying and meeting the needs of those pupils in need of greater support/challenge in order for them to attain higher.</p> <p>By establishing a more accurate and regular 'assessment, progress-tracking and intervention-planning' system, we aim to utilise teachers and teaching assistants more effectively in targeting support/challenge <i>where</i> it is needed and <i>when</i> it is needed and <i>how</i> it is needed. Identifying <i>where</i>, <i>when</i> and <i>how</i> greater progress and higher attainment will be achieved for disadvantaged pupils will be a continuous feature of this new system.</p>	<ul style="list-style-type: none"> • Purchase a pupil tracking system and establish in-year milestones for <i>expected</i> and <i>above expected</i> progress and attainment for mid-year points and the end-of-year (Terms 2/4/6). • Introduce new assessment materials that are aligned with the 2015-2016 national frameworks at the end of KS1 and KS2. • Establish 'Class Achievement Plans' as the primary tool of intervention-planning for all pupils, with support/challenge for disadvantaged pupils at its core. • Monitor Class Achievement Planning as part of lesson observations and governor visits. • Use training days to introduce the new tracking system and share the new assessment materials. 	<p>New tracking system and assessment materials introduced by S. Carter (HT).</p> <p>Progress and attainment tracking conducted by S. Carter (HT) at the end of Terms 2/4/6:</p> <ul style="list-style-type: none"> - July - December - March <p>Class Achievement Planning completed by all class teachers at the beginning of Terms 1/3/5:</p> <ul style="list-style-type: none"> - September - January - April <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, with a specific focus on achievement equality between boys/girls, disadvantaged/non-disadvantaged and SEND/non-SEND.</p>
<p>A. Deductive and inferential reading.</p> <p>D. Higher PP progress rates.</p>	<p>New: Staff training on developing pupils' reading comprehension beyond the literal.</p>	<p>Explicit teaching of deductive and inferential reasoning is central to pupils achieving the more demanding requirements of reading comprehension at the end of KS1 and KS2. Only by modelling deductive and inferential strategies/responses as part of daily literacy lessons/guided reading – and giving pupils experience of the range of different verbal and written question formats that deductive and inferential questioning can take – will they develop higher level comprehension skills.</p> <p>Precise modelling of deductive and inferential strategies/responses has proven to be successful in raising comprehension attainment in other settings, particularly when targeted at children eligible for PP – see 'Switch-on-Comprehension' impact analysis.</p> <p>The <i>Education Endowment Foundation (EEF)</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p>	<ul style="list-style-type: none"> • Use a staff meeting to share the new requirements of the cognitive domains for reading, focusing on 1d/1e (KS1) and 2d/2e/2f/2g/2h (KS2). • Provide all class teachers with example questions linked to each cognitive domain so the style of verbal/written questions asked during reading sessions can be varied in order to build a secure range of comprehension skills and familiarity/confidence with the challenges of formal assessment. • Share exemplar planning/resources for guided reading that demonstrate the new approach. • Joint guided reading planning sessions with selected teachers (and the HT) to build capacity under the new approach. 	<p>New approach/resources for reading comprehension established and shared by S. Carter (HT) in staff meetings (teachers) and TA meetings (January 2017).</p> <p>Joint planning sessions with selected staff in February 2017.</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>

Section 5a: Planned Expenditure - Quality Teaching for All (... continued)

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who and when</i>	Targeted pupils
<p>B. Letter formation and handwriting automaticity.</p> <p>D. Higher PP progress rates.</p>	<p>New: Implementation of a new, whole-school handwriting scheme.</p>	<p><i>Kinetic Letters</i> is a new approach to the teaching of handwriting that allows children to learn letter formation through movement. <i>Kinetic Letters</i> is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes; these sensory experiences then aid memory and recall.</p> <p><i>Kinetic Letters</i> has a proven track record of rapid improvement when adopted as a whole-school, systematic approach. The '4 strands of Learning' within <i>Kinetic Letters</i> leads to automaticity: formation, orientation and placement of letters become automatic, freeing up space in the working memory to focus on composition and effect, punctuation and grammar, and spelling.</p> <ol style="list-style-type: none"> 1. <i>Making Bodies Stronger</i> – physical body strengthening and motor/spatial preparation. 2. <i>Learning the Letters</i> – dynamic movements for learning the letter shapes; and sensory experiences for memory and recall. 3. <i>Holding the Pencil</i> – optimal pencil hold for speed and legibility, with diagnostics on correcting issues. 4. <i>Flow and Fluency</i> – development of speed and stamina and economy of movement for rhythm and speed. 	<ul style="list-style-type: none"> • Initial <i>Kinetic Letters</i> training for S. Caller (Reception teacher) and S. McNair (Reception teaching assistant) ahead of the whole staff so that <i>Kinetic Letters</i> is used from the very beginning of the year with the new intake. • Two full days of <i>Kinetic Letters</i> training for all staff – teachers and teaching assistants – during the school year. • Purchase <i>Kinetic Letters</i> resources to ensure the new approach/scheme can be fully delivered, implemented and embedded. • Initial 12 week intense programme followed by all children throughout the school after staff training. 	<p>Training organised by S. Carter (HT).</p> <p>Resources purchased by L. Adey (Bursar) following Reception staff training in October 2017 and whole-staff training in March 2017.</p> <p>Impact monitored by O. Thompson (English Lead) as part of book scrutiny (June 2017).</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>

Section 5a: Planned Expenditure - Quality Teaching for All (... continued)

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>E. Metacognition and self-regulation.</p> <p>D. Higher PP progress rates.</p>	<p>Continued: Develop and embed the metacognition learning project.</p>	<p>Metacognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.</p> <p>Research into metacognition and self-regulation by the <i>EEF</i> shows that these approaches have a consistently high level of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Following the initial introduction of the metacognition project at The Bliss Charity School, further development of this 'learning to learn' approach now needs to take place so it is fully embedded into all lessons and becomes the 'language' of the school, used by all pupils and particularly those eligible for PP in order to have a sustained impact on attitude and aspirations for this group.</p>	<ul style="list-style-type: none"> Metacognition attitude and skill focus delivered through whole-school HT assemblies and followed up in class by all teachers during that month. School newsletter used to establish home-school link for the metacognitive approach and promote the monthly foci with the school community for development outside of school hours. Metacognition 'language' used by all staff – all the time – to promote desired character development and behaviour-for-learning, and embed self-regulation. Selected pupils – including those eligible for PP – to be targeted for 'Star Learner' sessions where aspects of metacognition can be focused on and reviewed explicitly to encourage sustained development of these attitudes and skills. 	<p>S. Carter (HT) to deliver metacognition foci on a whole-school level (two whole-school assemblies per month: one attitude and one skill every month).</p> <p>Senior Leadership Team (SLT) to monitor impact and use of metacognition within their teams.</p> <p>Class teachers to plan and lead 'Star Learner' groups – to be recorded on Class Achievement Plans.</p> <p>Class teachers and teaching assistants to chart progress of metacognitive attitude and skill attainment for disadvantaged pupils within their class.</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>All pupils, including those eligible for PP.</p>
Total budgeted cost for 'Quality Teaching for All'					£7,000

Section 5b: Planned Expenditure – Targeted Support

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
<p>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Higher PP progress rates.</p> <p>E. Metacognition and self-regulation.</p>	<p>Continued: Funding a high adult-to-child ratio so effective support and challenge can be provided for all pupils, including those eligible for PP.</p>	<p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants', 2015) states that additional adults can be very effective when deployed and supported correctly.</p> <p>Additional adult support in the classroom means that teachers can work directly to support and challenge specific pupils and individuals most in need, including those eligible for PP.</p>	<p>Class teachers to deploy and support teaching assistants in line with <i>EEF</i> recommendations:</p> <ol style="list-style-type: none"> I. TAs should not be used as an informal teaching resource for low attaining pupils. II. Use TAs to add value to what teachers do, not replace them. III. Use TAs to help pupils develop independent learning skills and manage their own learning. IV. Ensure TAs are fully prepared for their role in the classroom. V. Use TAs to deliver high-quality one-to-one and small group support using structured interventions. VI. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. VII. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. <p>Teaching assistant provision to be used to allow the class teacher to work with those pupils most in need of support, including those eligible for PP.</p>	<p>S. Carter (HT) to share the <i>EEF</i>'s 'Making Best Use of Teaching Assistants (2015)' with all class teachers and teaching assistants.</p> <p>Class teachers to deploy and support TAs effectively.</p> <p>SLT to monitor the effectiveness of TA provision as part of lesson observations.</p> <p>Class Achievement Plans to reference where the class teacher is working in-class with those pupils in need of extra support/challenge, including those eligible for PP.</p>	<p>All pupils, with a specific focus on achievement equality disadvantaged/non-disadvantaged.</p>

<p>A. Deductive and inferential reading.</p> <p>D. Higher PP progress rates.</p>	<p>New: One-to-one and small group provision for the 'Switch-on-Comprehension' programme to develop pupils' reading skills beyond the literal.</p>	<p>Some pupils eligible for PP need targeted support to close the attainment gap in reading. Specifically, this needs to focus on the development of deductive and inferential comprehension skills so that pupils can achieve the more demanding requirements of reading comprehension at the end of KS1 and KS2.</p> <p>The 'Switch-On-Comprehension' intervention programme has proven to be successful in raising comprehension attainment in other settings, particularly when targeted at children eligible for PP – see 'Switch-on-Comprehension' impact analysis.</p> <p>The <i>EEF</i> Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</p> <p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>Introduce 'Switch-on-Comprehension' programme with selected pupils, in selected year groups.</p> <p>The 'Switch-on-Comprehension' programme adheres to the recommendations made by the <i>EEF</i> on the use of teaching assistants in delivering effective, structured interventions out of class:</p> <ul style="list-style-type: none"> • Sessions are brief (20 – 30mins), occur regularly (3 – 5 times per week) and are maintained over a sustained period (12 weeks). • Careful timetabling is in place to enable this consistent delivery. • TAs receive extensive training from experienced trainers and/or teachers. • The intervention has structured supporting resources and lesson plans, with clear objectives. • TAs closely follow the plan and structure of the intervention. • Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. 	<p>'Switch-on-Comprehension' training provided by S. Carter (HT) with selected teachers and teaching assistants involved in its delivery.</p> <p>Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6).</p> <p>Monitored by the Curriculum Committee and the Full Governing Body.</p>	<p>Lower attaining pupils in reading, including disadvantaged pupils.</p>
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Section 5b: Planned Expenditure – Targeted Support (... continued)

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
C. Number fluency and calculation automaticity. D. Higher PP progress rates.	New: Small group provision for the <i>Every Child Counts</i> 'Success@Arithmetic' intervention to develop understanding of the number system and fluency with number facts; and mastering age-related written methods for calculation.	Some pupils eligible for PP need targeted support to close the attainment gap in mathematics. Specifically, this needs to centre on number fluency and automaticity in age-related calculation, so attention can then be focused on reasoning and the problem-solving process. The <i>Every Child Counts</i> 'Success@Arithmetic' intervention programme has proven to be effective in raising attainment in other settings: Over 8,000 pupils in Years 4 to 11 have been supported by Success@Arithmetic in 1,500 schools ... <ul style="list-style-type: none"> They made an average number-age gain of 17.5 months in 4.5 months – almost 4 times the expected progress. 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	Introduce the <i>Every Child Counts</i> 'Success@Arithmetic' programme with selected pupils, in selected year groups. The <i>Every Child Counts</i> 'Success@Arithmetic' programme adheres to the recommendations made by the <i>EEF</i> on the use of teaching assistants in delivering effective, structured interventions out of class: <ul style="list-style-type: none"> Sessions are brief (20 – 30mins), occur regularly (3 – 5 times per week) and are maintained over a sustained period (12 weeks). Careful timetabling is in place to enable this consistent delivery. TAs receive extensive training from experienced trainers and/or teachers. The intervention has structured supporting resources and lesson plans, with clear objectives. TAs closely follow the plan and structure of the intervention. Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. 	<i>Every Child Counts</i> 'Success@Arithmetic' training for L. Anderson (HLTA). Identification and timetabling of pupils for the <i>Every Child Counts</i> 'Success@Arithmetic' programme. Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Curriculum Committee and the Full Governing Body.	Lower attaining pupils in mathematics, including disadvantaged pupils.
A. Deductive and inferential reading. C. Number fluency and calculation automaticity. D. Higher PP progress rates.	Continued: Small group English and mathematics tuition for lower attaining pupils with an experienced teacher and HLTA.	Some pupils eligible for PP need small group tuition to close the attainment gap in English and mathematics. The <i>EEF</i> Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.	Extra teaching time - and preparation time - paid for out of the PP budget. Collaborative planning time for the teacher and HLTA. Impact overseen by the class teachers and the headteacher.	N. Maddock (Teacher) and L. Anderson (HLTA) to plan, deliver and assess sessions. Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Curriculum Committee and the Full Governing Body.	Lower attaining pupils in English and mathematics in selected year group(s), including disadvantaged pupils.
Total budgeted cost for 'Targeted Support'					£25,000

Section 5c: Planned Expenditure – Other Approaches

Desired outcome	Action/approach <i>New or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lead and monitored by <i>who</i> and <i>when</i>	Targeted pupils
F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	New: Close monitoring of disadvantaged attendance; and incentives for higher attendance (class and individual awards).	Greater progress and higher attainment for disadvantaged pupils can only be achieved if they are present in school. Close tracking of attendance for this group is needed as it was identified as a weakness in the <i>Inspection Dashboard</i> 2016 – lowest 10%.	<ul style="list-style-type: none"> Weekly monitoring of class attendance with Class Champions each week as part of the HT assembly. Termly attendance feature in the whole-school newsletter. E-card for 100% attendance at the end of each term. Prizes and certificates for children achieving 100% attendance at the end of the year. Medals for the class with the highest attendance at the end of the year. Termly attendance meetings (HT and School Secretary) to identify persistent absentees (whole-school, with a focus on disadvantaged pupils). New system of parent letters to be implemented when absence goes below the threshold. 	E. Howard (School Secretary) to monitor attendance on a weekly basis for classes and for those individuals issued with attendance improvement notifications. S. Carter (HT) to meet on a termly basis to analyse attendance figures and communicate with parents when attendance is below – or close to going below – the threshold. Monitored by the Full Governing Body.	All pupils, with a specific focus on achievement equality between disadvantaged/non-disadvantaged.
E. Metacognition and self-regulation. F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	Continued: Create a disadvantaged fund for school trips and extra-curricular activities.	Providing financial assistance to disadvantaged families for extra-curricular activities (including trips, clubs, music tuition) so that pupils eligible for PP can take advantage of all that Bliss has to offer, will have an impact on attitudes towards school and learning, aspiration, achievement and attendance.	Budget to be established by L. Adey (Bursar) so that pupils eligible for PP can access funding for extra-curricular activities, where additional payment is required.	L. Adey (Bursar). Monitored by the Full Governing Body.	Disadvantaged pupils.
Total budgeted cost for ‘Other Approaches’					£3,000

Section 6: Review of Expenditure (July 2017)

Desired outcomes	Success criteria	Impact												
<p>Pupils have the ability to identify and extract evidence to support less obvious answers from the texts they read; and they develop the ability to respond to deductive and inferential text-based comprehension questioning in a range of verbal and written formats.</p>	<p>The gap between disadvantaged children and non-disadvantaged pupils in reading is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.</p>	<div data-bbox="1167 252 2101 805"> <table border="1"> <caption>Disadvantaged Attainment v Whole School Attainment (July 2017)</caption> <thead> <tr> <th>Subject</th> <th>Disadvantaged (%)</th> <th>Whole School (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76</td> <td>82</td> </tr> <tr> <td>Writing</td> <td>73</td> <td>80</td> </tr> <tr> <td>Maths</td> <td>76</td> <td>79</td> </tr> </tbody> </table> </div> <p data-bbox="1167 826 1742 853">KS2 (Year 6) attainment (source: FFT – FSM Ever6)</p> <ul data-bbox="1167 885 2101 1374" style="list-style-type: none"> ➤ Reading attainment at the expected standard for disadvantaged pupils was in-line with national (75% v 71%) and in-line with non-disadvantaged national (75% v 77%). Reading attainment at the higher standard for disadvantaged pupils was in-line with national (25% v 25%) and in-line with non-disadvantaged national (25% v 29%). ➤ Writing attainment at the expected standard for disadvantaged pupils was in-line with national (75% v 76%) and in-line with non-disadvantaged national (75% v 81%). Writing attainment at the higher standard for disadvantaged pupils was in-line with national (25% v 18%) and in-line with non-disadvantaged national (25% v 21%). ➤ Mathematics attainment at the expected standard for disadvantaged pupils was in-line with national (75% v 75%) and in-line with non-disadvantaged national (75% v 80%). Writing attainment at the higher standard for disadvantaged pupils 	Subject	Disadvantaged (%)	Whole School (%)	Reading	76	82	Writing	73	80	Maths	76	79
Subject	Disadvantaged (%)		Whole School (%)											
Reading	76		82											
Writing	73	80												
Maths	76	79												
<p>Automaticity in handwriting achieved by all pupils so the physical act of writing and letter formation is sufficiently easy, and attention can be focused on the content of the writing (composition).</p>	<p>The gap between disadvantaged children and non-disadvantaged pupils in writing is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.</p>													
<p>Number fluency and automaticity in age-related calculation achieved by all pupils so attention can then be focused on reasoning and the problem-solving process.</p>	<p>The gap between disadvantaged children and non-disadvantaged pupils in mathematics is diminished so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> and <i>above expected</i> levels) in-line with their peers.</p>													

was in-line with national (25% v 23%) and in-line with non-disadvantaged national (25% v 27%).

Disadvantaged attainment in 2017 was in-line with national attainment (all pupils).

2017	% Expected				% Higher				Ave. Scaled Score			
	R	W	SPaG	M	R	W	SPaG	M	R	W	SPaG	M
Bliss – Dis. (4)	75	75	75	75	25	25	75	25	103	100	111	104
National - all	71	76	77	75	25	18	31	23	104	101	106	104
Gap	+4	-1	-2	0	0	+7	+44	+2	-1	-1	+5	0

Disadvantaged attainment improved considerably compared to performance in 2016:

2016	% Expected				% Higher				Ave. Scaled Score			
	R	W	SPaG	M	R	W	SPaG	M	R	W	SPaG	M
Bliss – Dis. (6)	33	67	100	67	0	0	17	0	100	99	106	103
National - all	66	74	72	70	19	15	22	17	103	98	105	103
Gap	-33	-7	+18	-3	-19	-15	-5	-17	-3	+1	+1	0

There were in-school attainment gaps between disadvantaged and non-disadvantaged pupils in 2017:

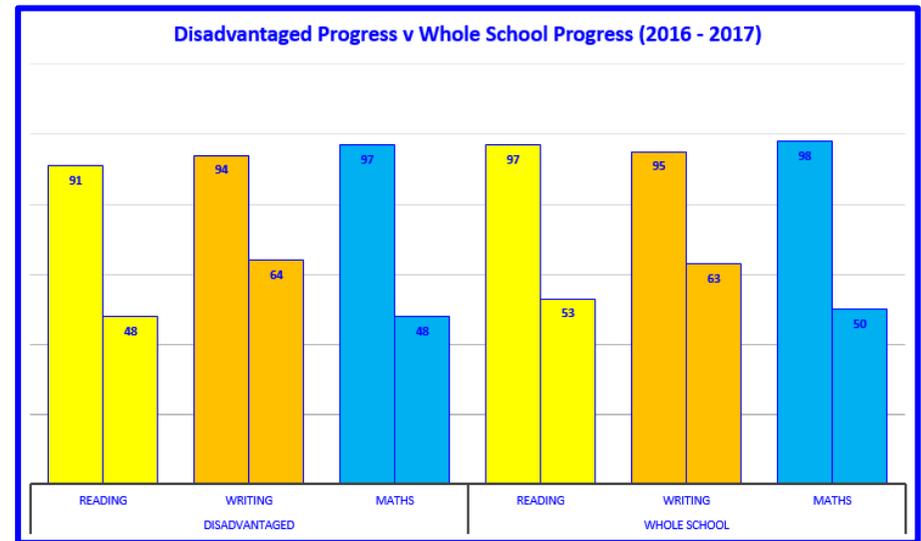
2017	% Expected				% Higher				Ave. Scaled Score			
	R	W	SPaG	M	R	W	SPaG	M	R	W	SPaG	M
Bliss – Dis. (4)	75	75	75	75	25	25	75	25	103	100	111	104
Bliss – Non-dis. (19)	84	89	95	89	42	32	47	32	108	104	110	108
Gap	-9	-9	-20	-14	-17	-7	-28	-7	-5	-4	+1	-4

But ... there is a 'gaps closing' trend compared to the in-school gaps that existed in 2016:

2016	% Expected				% Higher				Ave. Scaled Score			
	R	W	SPaG	M	R	W	SPaG	M	R	W	SPaG	M
Bliss – Dis. (6) ²	33	67	100	67	0	0	17	0	100	99	106	103
Bliss – Non-dis. (22)	95	77	77	91	27	32	23	27	107	103	105	106
Gap	-62	-10	-23	-24	-27	-32	-6	-27	-7	-4	+1	-3

Higher progress rates in all Prior Attainment Groups for pupils eligible for PP.

Pupils eligible for PP make at least as much progress from their starting points as non-disadvantaged pupils in reading, writing and mathematics.



KS2 (Year 6) progress (source: FFT – FSM Ever6)

- Disadvantaged progress in **reading** was in-line with national (all): -0.5 (Ever6). Value added progress for this group improved compared to last year: -3.3 (Ever6) and -3.9 (Disadvantaged).
- Disadvantaged progress in **writing** was in-line with national (all): -1.0 (Ever6). Value added progress for this group improved compared to last year: -3.4 (Ever6) and -4.9 (Disadvantaged).
- Disadvantaged progress in **mathematics** was in-line with national (all): +0.6 (Ever6). Value added progress for this group improved compared to last year: -1.1 (Ever6) and -2.3 (Disadvantaged).

Disadvantaged progress improved in 2017 compared to 2016. *FFT* shows that the progress gap between disadvantaged pupils and non-disadvantaged pupils in the school closed between 2016 and 2017:

	Reading			Writing			Mathematics		
	Disadv.	Non-dis.	Gap	Disadv.	Non-dis.	Gap	Disadv.	Non-dis.	Gap
2016	-3.3	+0.4	-3.7	-3.4	-1.8	-1.6	-1.1	-0.2	-0.9
2017	-0.5	+0.6	-1.1	-1.0	-0.1	-0.9	+0.6	+0.1	+0.5
Improv.	Gap closed by 2.6			Gap closed by 0.7			Gap closed by 1.4		

<p>Pupils eligible for PP acquire the ability and desire to self-motivate in order to overcome barriers in learning and aspire towards higher achievement independently.</p>	<p>Pupils eligible for Pupil Premium engage with the metacognitive learning scheme and develop a 'growth mind-set' towards their learning and their ability to learn. Greater capacity to self-regulate and overcome barriers to learning independently evident.</p>	<p>The attainment and progress of disadvantaged pupils in 2016-2017 shows the effectiveness of the school's metacognition programme with this group. As disadvantaged achievement was broadly in-line with other pupils, self-motivation, resilience and aspiration must be equally high among those eligible for the Pupil Premium in order to attain and progress so well.</p>												
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP in-line with non-disadvantaged pupils (less than 6%). Overall PP attendance to improve from 94.1% to ≥96%.</p>	<div data-bbox="1267 284 1989 751" data-label="Figure"> <table border="1"> <caption>2015-2016 v 2016-2017 Attendance: Disadvantaged and Whole School</caption> <thead> <tr> <th>Group</th> <th>2015-2016</th> <th>2016-2017</th> <th>National (2015-2016)</th> </tr> </thead> <tbody> <tr> <td>DISADVANTAGED</td> <td>94.1%</td> <td>96.0%</td> <td>96.1%</td> </tr> <tr> <td>WHOLE SCHOOL</td> <td>96.1%</td> <td>96.8%</td> <td>96.1%</td> </tr> </tbody> </table> </div> <p>Persistent absence (<90%) in 2015-2016 (7.6%) was lower than the national average (8.8%), but rose compared to previous years; and persistent absence for disadvantaged children (15.4%) was in the highest 10% nationally and identified as a weakness in the <i>Inspection Dashboard 2016</i>. Persistent absence for 2016-2017 fell (4.7%). Moreover, persistent absence for disadvantaged pupils fell considerably (3.8%).</p>	Group	2015-2016	2016-2017	National (2015-2016)	DISADVANTAGED	94.1%	96.0%	96.1%	WHOLE SCHOOL	96.1%	96.8%	96.1%
Group	2015-2016	2016-2017	National (2015-2016)											
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Quality Teaching for All			
Desired outcome	Action/approach	Estimated impact	Lessons learned
<p>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Higher PP progress rates.</p>	<p>New: Implementation of a new 'assessment, progress-tracking and intervention-planning' system.</p>	<p>The progress and attainment of disadvantaged children at the end of KS2 was identified as a weakness in 2015-2016 (see <i>Inspection Dashboard 2016</i>). However, the attainment and progress of those pupils eligible for Pupil Premium at Bliss was broadly in-line with other pupils in the school at both the <i>expected</i> and <i>above expected</i> levels in 2016-2017. And - while the progress of disadvantaged pupils in reading is slightly behind other pupils at Bliss - the in-school attainment and progress gaps between those eligible for Pupil Premium funding and other pupils at the school narrowed considerably in 2016-2017. As a result, the attainment and progress of disadvantaged pupils is no longer a weakness.</p>	<p>The performance of disadvantaged children will continue to be tracked closely using regular <i>i-TRACK</i> monitoring and Class Achievement Plans. Provision for disadvantaged children will remain a permanent feature on the CAPs, regardless of whether the tracking identifies this group for the class teacher's attention. The ambition here is for all disadvantaged children to always be progressing further and attaining higher. In 2017-2018, bespoke, one-to-one mentoring for disadvantaged pupils will be used to support this ambition.</p>
<p>A. Deductive and inferential reading.</p>	<p>New: Staff training on developing pupils' reading</p>	<p>The attainment of disadvantaged pupils in reading was ahead of the national standard in 2016-2017 (Bliss PP = 76% at the expected</p>	<p>Comprehension training was well-received and was incorporated into guided reading sessions and literacy lessons. Inferential and deductive</p>

D. Higher PP progress rates.	comprehension beyond the literal.	standard v KS2 National = 71%), and only just behind other pupils in the school (82%).	comprehension will continue to be the focus of reading teaching. Disadvantaged pupils who experience difficulty responding to inferential and deductive comprehension questions will be mentored to develop these skills in 2017-2018.
B. Letter formation and handwriting automaticity. D. Higher PP progress rates.	New: Implementation of a new, whole-school handwriting scheme.	<i>INSPIRE</i> T&L Review (June 2017) stated that work in books showed 'care and neatness in handwriting.' Handwriting initiatives had an impact on pupil outcomes. The attainment of disadvantaged pupils in writing was slightly below the national standard in 2016-2017 (Bliss PP = 73% at the expected standard v KS2 National = 76%), and just behind other pupils in the school (80%). Disadvantaged pupils in Year 6 (75% at the expected standard) did as well as all other pupils nationally (76% at the expected standard) in writing (moderated).	Continue to improve the fluency, legibility and presentation of children's written work by embedding the school-wide handwriting scheme in all years (see SDP 2017-2018 3.3). The <i>Kinetic Letters</i> handwriting scheme must be expedited so that all pupils use joined handwriting from Year 2 onwards ('Area for Development' from the <i>INSPIRE</i> T&L Review – June 2017). Now the whole-school scheme is established, disadvantaged pupils who experience difficulty in developing neat and joined handwriting fluently and automatically in a class/group setting will be mentored to develop this ability on a one-to-one basis.
E. Metacognition and self-regulation. D. Higher PP progress rates.	Continued: Develop and embed the metacognition learning project.	The school's 'Metacognition Programme' is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core attitudes and skills needed to self-regulate and succeed as independent learners. A cyclical, whole-school calendar for the 'Metacognition Programme' is established; and the incremental acquisition of these attitudes and skills forms the school's main reward system for individual pupils. The effectiveness of this programme can be seen in the excellent behaviour observed in lessons and around the school and the very low level of recorded misbehaviour incidents.	With the metacognition programme at the heart of the school's character development education and its spiritual, moral, social and cultural (SMSC) provision, pupils at Bliss are given the opportunity to develop effective self-regulation regarding their learning - and towards each other - on their journey through the school. So that disadvantaged pupils acquire the ability and desire to self-motivate in order to overcome barriers in learning and aspire towards higher achievement independently, the attitudes and skills from the metacognition programme will now be developed further through a mentoring approach with specific disadvantaged children.
Targeted Support			
A. Deductive and inferential reading. B. Letter formation and handwriting automaticity. C. Number fluency and calculation automaticity. D. Higher PP progress rates. E. Metacognition and self-regulation.	Continued: Funding a high adult-to-child ratio so effective support and challenge can be provided for all pupils, including those eligible for PP.	The attainment and progress of those pupils eligible for Pupil Premium at Bliss was broadly in-line with other pupils in the school at both the <i>expected</i> and <i>above expected</i> levels in 2016-2017 thanks to the intervention, support and challenge provided by teachers and teaching assistants – see CAPs.	Effective provision for disadvantaged children requires skilled adults to intervene, challenge and support those eligible for the Pupil Premium. Funding a high adult-to-child ratio will continue in 2017-2018.
A. Deductive and inferential reading. D. Higher PP progress rates.	New: One-to-one and small group provision for the 'Switch-on-Comprehension' programme to develop pupils' reading skills beyond the literal.	The attainment of disadvantaged pupils in reading was ahead of the national standard in 2016-2017 (Bliss PP = 76% at the <i>expected</i> standard v KS2 National = 71%), and only just behind other pupils in the school (82%). 'Switch on Comprehension' was used with disadvantaged children in Year 6 and Year 5: <ul style="list-style-type: none"> Year 6 PP = 75% at the <i>expected</i> standard. Year 5 PP = 83% at the <i>expected</i> standard. 	'Switch-on-Comprehension' resources will continue to be used/developed with disadvantaged pupils in group and one-to-one teaching. Use the 'Attributes' feature on <i>i-TRACK</i> to monitor the progress of these intervention groups more specifically in 2017-2018.
C. Number fluency and calculation automaticity. D. Higher PP progress rates.	New: Small group provision for the <i>Every Child Counts</i> 'Success@Arithmetic' intervention to develop understanding of the	The attainment of disadvantaged pupils in mathematics was in-line with the national standard in 2016-2017 (Bliss PP = 76% at the <i>expected</i> standard v KS2 National = 75%), and only just behind other pupils in the school (79%).	<i>Every Child Counts</i> 'Success@Arithmetic' resources will continue to be used/developed with disadvantaged pupils in group teaching. Use the 'Attributes' feature on <i>i-TRACK</i> to monitor the progress of these intervention groups more specifically in 201-2018.

	number system and fluency with number facts; and mastering age-related written methods for calculation.	<i>Every Child Counts</i> 'Success@Arithmetic' was used with disadvantaged children in Year 4 and Year 5: <ul style="list-style-type: none"> Year 4 PP = 80% at the <i>expected</i> standard. Year 5 PP = 83% at the <i>expected</i> standard. 																					
A. Deductive and inferential reading. C. Number fluency and calculation automaticity. D. Higher PP progress rates.	Continued: Small group English and mathematics tuition for lower attaining pupils with an experienced teacher and HLTA.	Small group English and mathematics provision was used with disadvantaged children in Year 5 and Year 6 to reach the <i>expected</i> standard. The attainment of disadvantaged children at the <i>expected</i> standard in Year 5 and Year 6 was in-line with the attainment of other pupils in reading, writing and mathematics: <table border="1" data-bbox="712 363 1400 507"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Y6 (all)</td> <td>83</td> <td>87</td> <td>87</td> </tr> <tr> <td>Y6 (PP)</td> <td>75</td> <td>75</td> <td>75</td> </tr> <tr> <td>Y5 (all)</td> <td>70</td> <td>70</td> <td>70</td> </tr> <tr> <td>Y5 (PP)</td> <td>83</td> <td>83</td> <td>83</td> </tr> </tbody> </table>	Year Group	Reading	Writing	Mathematics	Y6 (all)	83	87	87	Y6 (PP)	75	75	75	Y5 (all)	70	70	70	Y5 (PP)	83	83	83	Small group English and mathematics provision will continue to be used to support disadvantaged pupils and raise their attainment to the <i>expected</i> and <i>above expected</i> levels. Use the 'Attributes' feature on <i>i-TRACK</i> to monitor the progress of these intervention groups more specifically in 2017-2018.
Year Group	Reading	Writing	Mathematics																				
Y6 (all)	83	87	87																				
Y6 (PP)	75	75	75																				
Y5 (all)	70	70	70																				
Y5 (PP)	83	83	83																				

Other Approaches

F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	New: Close monitoring of disadvantaged attendance; and incentives for higher attendance (class and individual awards).	Actions to improve attendance were successful. Whole-school attendance rose from 96.1%% in 2015-2016 to 96.6%% in 2016-2017, with disadvantaged attendance rising from 94.1% in 2015-2016 to 96.3% in 2016-2017. <table border="1" data-bbox="768 694 1344 965"> <thead> <tr> <th colspan="3">Attendance (July 2017)</th> </tr> <tr> <th>Year Group</th> <th>Attendance (Disadvantaged)</th> <th>Attendance (Whole School)</th> </tr> </thead> <tbody> <tr> <td>Class R</td> <td>93.4%</td> <td>94.2%</td> </tr> <tr> <td>Class 1</td> <td>96.6%</td> <td>97.1%</td> </tr> <tr> <td>Class 2</td> <td>93.9%</td> <td>96.8%</td> </tr> <tr> <td>Class 3</td> <td>96.2%</td> <td>97.5%</td> </tr> <tr> <td>Class 4</td> <td>97.1%</td> <td>96.9%</td> </tr> <tr> <td>Class 5</td> <td>97.5%</td> <td>97.7%</td> </tr> <tr> <td>Class 6</td> <td>96.7%</td> <td>97.0%</td> </tr> <tr> <td>TOTAL</td> <td>96.3%</td> <td>96.6%</td> </tr> </tbody> </table>	Attendance (July 2017)			Year Group	Attendance (Disadvantaged)	Attendance (Whole School)	Class R	93.4%	94.2%	Class 1	96.6%	97.1%	Class 2	93.9%	96.8%	Class 3	96.2%	97.5%	Class 4	97.1%	96.9%	Class 5	97.5%	97.7%	Class 6	96.7%	97.0%	TOTAL	96.3%	96.6%	Continue the attendance improvement systems instigated in 2016-2017: <ul style="list-style-type: none"> Weekly monitoring of class attendance with Class Champions each week as part of the HT assembly. Termly attendance feature in the whole-school newsletter. E-card for 100% attendance at the end of each term. Prizes and certificates for children achieving 100% attendance at the end of the year. Medals for the class with the highest attendance at the end of the year. Termly attendance meetings (HT and School Secretary) to identify persistent absentees (whole-school analysis, with a focus on disadvantaged pupils). New system of parent letters when absence goes below the threshold.
Attendance (July 2017)																																	
Year Group	Attendance (Disadvantaged)	Attendance (Whole School)																															
Class R	93.4%	94.2%																															
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Class 4	97.1%	96.9%																															
Class 5	97.5%	97.7%																															
Class 6	96.7%	97.0%																															
TOTAL	96.3%	96.6%																															
E. Metacognition and self-regulation. F. Increased attendance rates for pupils eligible for PP. D. Higher PP progress rates.	Continued: Create a disadvantaged fund for school trips and extra-curricular activities.	Financial assistance was provided to disadvantaged families for extra-curricular activities (including trips, clubs and music tuition) so that pupils eligible for the Pupil Premium were able to take advantage of all that Bliss has to offer. Although it is hard to measure explicitly and directly, this assistance undoubtedly had an impact on attitudes towards school and learning, aspiration, achievement and attendance for the pupils/families in support of this aid.	Continue to provide a disadvantaged fund for school trips and extra-curricular activities.																														

Mr S. Carter

Headteacher (October 2017)