

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*

2017-2018

The Bliss Charity School: Pupil Premium Strategy (2017-2018)

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	2017-18	Total PP budget	£40,300	Date of most recent PP review	January 2018
Total number of pupils	188	Number of pupils eligible for the PP	33 (18%)	Date for next internal review of this strategy	April 2018

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	2	1		1	1	1	4	1		1	3					3	1		1		2	2			2	1	5			
1					5					4					3					5					6					6				
TOTAL (whole school): 33																																		

Section 2: Attainment		
KS2 2017 (source: FFT 2017)¹	<i>Ever6 pupils at The Bliss Charity School (Ever6 – National Average)</i>	<i>Non-Ever6 pupils at The Bliss Charity School (Non-Ever6 – National Average)</i>
% achieving the <i>expected</i> standard - or above - in reading, writing and maths	75 (47)	84 (67)
% achieving the <i>expected</i> standard - or above - in reading	75 (60)	84 (77)
% achieving the <i>expected</i> standard - or above - in writing	75 (65)	89 (81)
% achieving the <i>expected</i> standard - or above - mathematics	75 (63)	89 (80)
% achieving the <i>higher</i> standard in reading, writing and maths	0 (4)	26 (11)
% achieving the <i>higher</i> standard in reading	25 (14)	42 (29)
% achieving the <i>higher</i> standard in writing	25 (10)	32 (21)
% achieving the <i>higher</i> standard in mathematics	25 (13)	32 (27)
KS1 2017 (source: iTRACK and FFT 2017)²		
	<i>Ever6 pupils at The Bliss Charity School (Ever6 – National Average)</i>	<i>Non-Ever6 pupils at The Bliss Charity School (Non-Ever6 – National Average)</i>
% achieving <i>expected</i> standard - or above - in reading	67 (63)	88 (79)
% achieving <i>expected</i> standard - or above - in writing	67 (55)	88 (72)
% achieving <i>expected</i> standard - or above - in mathematics	67 (63)	83 (79)
% achieving the <i>higher</i> standard in reading	33 (14)	33 (28)
% achieving the <i>higher</i> standard in writing	33 (8)	25 (18)
% achieving the <i>higher</i> standard in mathematics	33 (11)	25 (23)
Section 3: Barriers to Future Attainment		

¹ 4 Year 6 pupils eligible for PP out of a cohort of 23.

² 3 Year 2 pupils eligible for PP out of a cohort of 27.

In-school barriers (sources: <i>FFT 2016 and 2017</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 greater attainment at the <i>expected</i> standard and <i>higher</i> standard.
B	Underdeveloped letter formation and a lack of uniform, fluent joining is preventing greater attainment at the <i>expected</i> standard and <i>higher</i> standard 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 greater attainment at the <i>expected</i> standard and <i>higher</i> standard.
D	Lack of self-regulation in pupils managing their own learning and progress.
External barriers (source: <i>RAISEonline 2016 and Inspection Dashboard 2016</i>)	
E	The attendance rate for FSM was 94.1% in 2015-2016 – this was in the lowest 10% nationally (<i>Inspection Dashboard 2016</i>). This attendance figure was below the whole school figure of 96.1% and the school’s non-FSM figure of 96.5% in 2015-2016. Persistent absence for disadvantaged children in 2015-2016 (15.4%) was in the highest 10% nationally and identified as a weakness in the <i>Inspection Dashboard 2016</i> . 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 diminishes further so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> standard and <i>higher</i> standard) in-line with their peers.
B	Automaticity in handwriting achieved by all pupils so the physical act of writing and forming letters 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 diminishes further so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> standard and <i>higher</i> standard) 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 diminishes further so that pupils eligible for PP reach age-related attainment (at the <i>expected</i> standard and <i>higher</i> standard) in-line with their peers.
D	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.
E	Increased attendance rates for pupils eligible for PP.	PP attendance to be in-line with non-disadvantaged pupils. All attendance for the whole school to be above the national average. The number of persistent absentees among pupils eligible for PP to be in-line with non-disadvantaged pupils. Persistent absence for the whole school to be below the national average.

Section 5a: Planned Expenditure - Quality Teaching for All

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	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><u>Continued:</u> <i>'Class Achievement Planning' (CAPs).</i></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 so they receive appropriate support/challenge in order for them to attain higher.</p> <p>The Bliss Charity School's 'Class Achievement Planning' system aims 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.</p> <p>Identifying <i>where, when</i> and <i>how</i> greater progress and higher attainment will be achieved for disadvantaged pupils is a continuous feature of this new system.</p>	<ul style="list-style-type: none"> 'Class Achievement Plans' to be used as the primary intervention-planning tool for all groups of children, with support/challenge for disadvantaged pupils at its core. 'Class Achievement Planning' to be completed by all class teachers at the beginning of Terms 1/3/5: <ul style="list-style-type: none"> September January April 'Class Achievement Planning' to be monitored as part of the school's monitoring cycle. 	<ul style="list-style-type: none"> Progress and attainment tracking conducted by S. Carter (HT) at the end of Terms 2/4/6: <ul style="list-style-type: none"> December March July Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body. 	<p>All pupils, with a specific focus on achievement equality between boys/girls, prior attainment groups (PAGs), disadvantaged/non-disadvantaged and SEND/non-SEND.</p>
<p>A. Deductive and inferential reading.</p>	<p><u>Continued:</u> <i>Guided reading to focus on developing pupils' reading comprehension beyond the literal.</i></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 'Education Endowment Foundation (EEF) 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"> Dedicate staff meeting time to focus on the deductive and inferential requirements of the cognitive domains for reading (1d/1e in KS1; and 2d/2e/2f/2g/2h in KS2) and how to plan guided reading sessions to develop the pupils' comprehension skills in these areas. Class teachers provided with example questions linked to each cognitive domain so the style of verbal/written questions asked/set 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. Exemplar planning/resources for guided reading shared with all staff. Joint guided reading planning sessions with selected teachers and the HT. 	<ul style="list-style-type: none"> Approach/resources for the teaching and development of deductive and inferential reading comprehension to be led by S. Carter (HT). Joint planning sessions with selected staff throughout 2017-2018. Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body. 	<p>All pupils, including those eligible for PP.</p>

<p>B. Letter formation and handwriting automaticity.</p>	<p><u>Continued:</u> <i>Embed the new, whole-school handwriting scheme.</i></p> <p>(Whole-school improvement link = 3.2).</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"> • Ensure the <i>Kinetic Letters</i> programme is revised in all classes during September 2017 (Term 1) ready for joining training in October 2017 (Term 1). • All staff to attend <i>Kinetic Letters</i> joining training (October 2017). • Review and update the Handwriting Policy and the Presentation Policy at the start of 2017-2018. • Review, update, promote and ensure use of the school 'Presentation Charter' for KS1 and KS2. • Develop children's motivation for presentation and handwriting through continuation of the fortnightly 'Handwriting Hero' awards. 	<ul style="list-style-type: none"> • Training organised by S. Carter (HT). • Additional resources to be purchased by L. Adey (Bursar) following whole-staff joining training in October 2017. • Impact monitored by O. Thompson (English Lead) as part of on-going fortnightly book scrutinies. • Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). • Monitored by the SDP-linked Governor for Aim 3.3, the PP-Link Governor and the Full Governing Body. 	<p>All pupils, including those eligible for PP.</p>
<p>D. Metacognition and self-regulation.</p>	<p><u>Continued:</u> <i>Develop and promote metacognitive learning.</i></p>	<p>Metacognition and self-regulation approaches (sometimes known as 'learning to learn') 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>The metacognition project at The Bliss Charity School is well-established. Making sure this 'learning to learn' approach remains at the heart of all lessons - and continues to be the 'language' of the school - is the focus for 2017-2018. This will ensure it is used meaningfully 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 foci delivered through whole-school HT assemblies and followed up in class by all teachers during that month. • School newsletter used to promote home-school link for metacognition so the monthly foci is developed 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. • All pupils eligible for PP to be targeted for personal mentoring (see later) sessions where aspects of metacognition can be focused on and reviewed explicitly to encourage sustained development of these attitudes and skills. 	<ul style="list-style-type: none"> • S. Carter (HT) to deliver metacognition foci on a whole-school level (two assemblies per month: one attitude and one skill every month). • Senior Leadership Team (SLT) to monitor impact and use of metacognition within their teams. • PP Mentor (L. Anderson) to plan and lead personal mentoring sessions, with a focus on metacognition for all PP pupils. • Monitored by the PP-Link Governor and the Full Governing Body. 	<p>All pupils, including those eligible for PP.</p>
<p>Total budgeted cost for 'Quality Teaching for All'</p>					<p>£4,960</p>

Section 5b: Planned Expenditure – Targeted Support

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	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. Metacognition and self-regulation.</p>	<p><u>Continued:</u> <i>Funding a high adult-to-child ratio so effective support and challenge can be provided for all pupils, including those eligible for PP.</i></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>	<ul style="list-style-type: none"> Class teachers to deploy and support teaching assistants in line with <i>EEF</i> recommendations: <ol style="list-style-type: none"> TAs should not be used as an informal teaching resource for low attaining pupils. Use TAs to add value to what teachers do, not replace them. Use TAs to help pupils develop independent learning skills and manage their own learning. Ensure TAs are fully prepared for their role in the classroom. Use TAs to deliver high-quality one-to-one and small group support using structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. 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. 	<ul style="list-style-type: none"> Class teachers to deploy and support TAs effectively. SLT to monitor the effectiveness of TA provision as part of the school's monitoring cycle. '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. Monitored by the PP-Link Governor and the Full Governing Body. 	<p>All pupils, with a specific focus on achievement equality disadvantaged/ non-disadvantaged.</p>
<p>A. Deductive and inferential reading.</p> <p>C. Number fluency and calculation automaticity.</p>	<p><u>Continued:</u> <i>Small group English and mathematics tuition for lower attaining pupils with an experienced teacher.</i></p>	<p>Some pupils eligible for PP need small group tuition to close the attainment gap in English and mathematics.</p> <p>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.</p>	<ul style="list-style-type: none"> Extra teaching time - and preparation time - paid for out of the PP budget. 	<ul style="list-style-type: none"> S. Carter (HT) to plan, teach and assess small group maths tuition and additional writing tuition in Year 6 Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body. 	<p>Lower attaining pupils in English and mathematics in selected year group(s), including disadvantaged pupils.</p>

<p>C. Number fluency and calculation automaticity.</p>	<p><u>Continued:</u> <i>Small group provision for the 'Every Child Counts: Success@Arithmetic' intervention to develop understanding of the number system and fluency with number facts; and mastering age-related written calculation method.</i></p>	<p>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.</p> <p>The 'Every Child Counts: Success@Arithmetic' intervention programme has proven to be effective in raising attainment in other settings: Over 8,000 pupils in Years 4 - 11 have been supported by 'Every Child Counts: Success@Arithmetic' in 1,500 schools ...</p> <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 rate of progress. • 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. 	<ul style="list-style-type: none"> • Use the 'Every Child Counts: Success@Arithmetic' programme with selected pupils, in selected year groups. • The 'Every Child Counts: 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. 	<ul style="list-style-type: none"> • 'Every Child Counts: Success@Arithmetic' delivered by L. Anderson (HLTA). • Identification and timetabling of pupils for the 'Every Child Counts: Success@Arithmetic' programme carried out by S. Carter (HT) and L. Anderson (HLTA). • Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). • Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body. 	<p>Lower attaining pupils in mathematics, including disadvantaged pupils.</p>
<p>A. Deductive and inferential reading.</p>	<p><u>Continued:</u> <i>One-to-one and small group provision for the 'Switch-on-Comprehension' programme to develop pupils' reading skills beyond the literal.</i></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</p>	<ul style="list-style-type: none"> • Use the 'Switch-on-Comprehension' programme with selected pupils, in selected year groups. • 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: <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 	<ul style="list-style-type: none"> • 'Switch-on-Comprehension' training provided by S. Carter (HT) with selected teachers and teaching assistants involved in its delivery. • Impact monitored by S. Carter (HT) as part of tracking cycle (end of Terms 2/4/6). • Monitored by the Class-linked Governors, the PP-Link Governor and the Full Governing Body. 	<p>Lower attaining pupils in reading, including disadvantaged pupils.</p>

		consistent impact on attainment of approximately three to four additional months' progress.	<p>supporting resources and lesson plans, with clear objectives.</p> <ul style="list-style-type: none"> - 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>A. Deductive and inferential reading.</p> <p>B. Letter formation and handwriting automaticity.</p> <p>C. Number fluency and calculation automaticity.</p> <p>D. Metacognition and self-regulation.</p>	<p>NEW: <i>Personal mentoring programme for all children eligible for PP funding.</i></p>	<p>All pupils eligible for PP funding in 2017-2018 will receive at least six mentoring sessions throughout the school year (one per term) to address 'gaps in learning' or 'next steps'.</p> <p>This bespoke, personalised learning approach will focus on the specific needs of the individuals. It might include academic support/challenge, e.g. one-to-one handwriting sessions, times-tables practice or sentence formation coaching. Or, it might focus on personal development, e.g. addressing self-esteem issues or organisational difficulties. The nature of the mentoring sessions will be driven by the needs of each individual pupil.</p> <p>The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring. As the remit of PP Mentoring at The Bliss Charity encompasses elements of one-to-one tuition (+5 months) and individualised instruction (+3 months) – as well the development of metacognition and self-regulation (+8 months) – this new strategy is likely to add value for disadvantaged learners at the school.</p>	<ul style="list-style-type: none"> • S. Carter (HT) to share expectations regarding the role and remit of PP Mentoring with the PP Mentor (L. Anderson). • Weekly time dedicated for PP Mentoring. • PPG to be used to pay for PP Mentoring sessions, with adequate time for PPA. • Planning time in Term 1 for the PP Mentor to meet with all the class teachers and discuss 'barriers to learning' and set the focus for initial mentoring sessions. • PP Mentor to establish a 'Pupil Premium Tracker' to record coverage of PP Mentoring sessions and assess impact of personalised learning. 	<ul style="list-style-type: none"> • S. Carter (HT) to oversee PP Mentoring: <ul style="list-style-type: none"> - Observe a sample of sessions. - Monitor the 'Pupil Premium Tracker'. - Monitor disadvantaged progress and attainment as part of tracking cycle (end of Terms 2/4/6). • Monitored by the PP-Link Governor and the Full Governing Body. 	All disadvantaged 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. Metacognition and self-regulation.</p>	<p>NEW: <i>After-school weekly 'Homework Club' for selected children eligible for PP funding.</i></p>	<p>Selected KS2 pupils eligible for PP funding in 2017-2018 will be invited to an after-school 'Homework Club' to provide extra support for the completion of home learning tasks.</p> <p>As well as providing consistent additional support that will have an impact on fluency and retention of key facts and skills, the successful completion of home learning tasks at 'Homework Club' will boost self-esteem and confidence. 'Homework Club' is also designed to develop the organisational skills needed for a successful transition into secondary education.</p> <p>'Homework Club' will provide a further forum for pupils eligible for PP to achieve through personalised learning and individualised instruction as dedicated adult support in this small group setting (1:5) will be available to address the specific needs of the individual learners.</p>	<ul style="list-style-type: none"> • PPG to be used to pay for the PP Mentor (L. Anderson) to organise and run the after-school 'Homework Club' every Monday afternoon. • PP Mentor to identify children from KS2 who would benefit from 'Homework Club' – lower attaining pupils and/or those eligible for PP funding. 	<ul style="list-style-type: none"> • S. Carter (HT) to oversee 'Homework Club': <ul style="list-style-type: none"> - Observe a sample of sessions. - Monitor disadvantaged progress and attainment as part of tracking cycle (end of Terms 2/4/6). • Monitored by the PP-Link Governor and the Full Governing Body. 	Lower attaining pupils, including disadvantaged pupils.

		<p>Research by the <i>EEF</i> suggests that pupils who do homework tend to be more successful. However, the <i>EEF</i> case study into the effectiveness of primary homework shows that this strategy is reliant on parental involvement and support. The 'Homework Club' is designed to ensure selected children always have adult support for consolidation and extension exercises to complete outside of school hours.</p>			
Total budgeted cost for 'Targeted Support'					£30,580

Section 5c: Planned Expenditure – Other Approaches

Desired outcome	Approach <i>NEW or continued?</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Ley lead(s) & monitoring arrangements	Targeted pupils
E. Increased attendance rates for pupils eligible for PP.	<u>Continued:</u> <i>Monitoring of disadvantaged attendance; and incentives for higher attendance (class and individual awards).</i>	<p>Greater progress and higher attainment for disadvantaged pupils can only be achieved if they are present in school.</p> <p>Close tracking of attendance for this group is needed as it was identified as a weakness in the <i>Inspection Dashboard 2016</i> – lowest 10%. Moreover, persistent absence for disadvantaged children in 2015-2016 (15.4%) was in the highest 10% nationally and identified as a weakness in the <i>Inspection Dashboard 2016</i>.</p> <p>Attendance and persistent absence rates improved in 2016-2017, but close monitoring stills needs to be in place in 2017-2018 to ensure last year's improvements are maintained.</p>	<ul style="list-style-type: none"> Weekly monitoring of class attendance with Class Champions each week as part of the Monday HT assembly. Termly attendance feature in the whole-school newsletter (six times per year). 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. 	<ul style="list-style-type: none"> 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) and E. Howard (School Secretary) 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.
D. Metacognition and self-regulation. E. Increased attendance rates for pupils eligible for PP.	<u>Continued:</u> <i>Create a disadvantaged fund for school trips and extra-curricular activities.</i>	Providing financial assistance to disadvantaged families for extra-curricular activities (including trips, clubs and music tuition) so that pupils eligible for PP can take advantage of all that The Bliss Charity School has to offer, will have an impact on attitudes towards school and learning, aspiration, achievement and attendance.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> L. Adey (Bursar) to lead and manage the disadvantaged fund. S. Carter (HT) and L. Adey to monitor and evaluate the success of the disadvantaged fund. Monitored by the Full Governing Body. 	Disadvantaged pupils.
Total budgeted cost for 'Other Approaches'					£6,080

Section 6: Implementation Review (January 2018)

Attainment

Whole-school (source: <i>iTRACK</i>) ³	Pupils eligible for PP at The Bliss Charity School	Whole School Attainment
% on-track to achieve the <i>expected</i> standard – or above – in reading	85	86
% on-track to achieve the <i>expected</i> standard – or above – in writing	85	82
% on-track to achieve the <i>expected</i> standard – or above – in mathematics	85	87
% on-track to achieve the <i>higher</i> standard - or above - in reading	18	20
% on-track to achieve the <i>higher</i> standard - or above - in writing	15	13
% on-track to achieve the <i>higher</i> standard - or above – in mathematics	9	16

Commentary:

Attainment at both the *expected* standard and the *higher* standard for disadvantaged pupils is in-line with the attainment of non-disadvantaged pupils at the school in reading, writing and mathematics.

Areas to focus on:

To maintain the current high attainment for disadvantaged pupils through our Class Achievement Plan (CAP) system and our new pupil premium mentoring scheme.

Progress

Whole-school (source: <i>iTRACK</i>) ⁴	Pupils eligible for PP at The Bliss Charity School	Whole School Progress
% achieving making <i>expected</i> - or <i>above expected</i> – progress in reading	94	93
% achieving making <i>expected</i> - or <i>above expected</i> – progress in writing	100	90
% achieving making <i>expected</i> - or <i>above expected</i> – progress in mathematics	94	96

³ 33 pupils eligible for PP out of 188 on roll.

⁴ 33 pupils eligible for PP out of 188 on roll.

% achieving making <i>above expected</i> progress in reading	45	45
% achieving making <i>above expected</i> progress in reading	39	36
% achieving making <i>above expected</i> progress in reading	45	41

Commentary:

Progress at both the *expected* level and the *above expected level* for disadvantaged pupils is in-line with the progress of non-disadvantaged pupils at the school in reading, writing and mathematics.

Areas to focus on:

To maintain the current high attainment for disadvantaged pupils through our Class Achievement Plan (CAP) system and our new pupil premium mentoring scheme.

Attendance		
Year Group	Disadvantaged	Whole-school
Year 6	98.4	97.5
Year 5	97.0	96.1
Year 4	96.3	97.4
Year 3	95.5	96.5
Year 2	95.8	97.4
Year 1	90.2	95.6
Reception	100	97.0
WHOLE SCHOOL	95.0	96.8

Commentary:

Attendance for disadvantaged pupils is lower than expected and there is an in-school gap between the attendance of disadvantaged pupils and non-disadvantaged pupils. Attendance improvement letters were issued at the end of Term 1 (October 2017) and the end of Term 2 (December 2017) to the parents of pupils with low attendance.

Areas to focus on:

While the in-school gap between the attendance of disadvantaged pupils and non-disadvantaged pupils needs to be closed, the current systems to monitor and encourage better attendance were very successful last year. Moreover, the higher absence figure for disadvantaged pupils in Terms 1-2 was disproportionately affected by difficult circumstances affecting a number of pupils eligible for PP.

Mr S. Carter

Headteacher (January 2018)