



## Pupil Premium Strategy Statement 2016-17

# Growing together in knowledge, faith and love

"We plant the seeds that one day will grow.  
We water seeds already planted,  
Knowing that they hold future promise.  
We are prophets of a future not our own."  
(Archbishop Oscar Romero)

1. Summary information					
<b>School</b>	St. Mary's Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£75,240	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	153 (without Nursery) 183 with Nursery)	<b>Number of pupils eligible for PP</b>	55- without Nursery <b>(36%)</b> 60-with Nursery <b>(33%)</b>	<b>Date for next internal review of this strategy</b>	Jan 2017

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
35 <b>(23%)</b>	19 <b>(12%)</b>	1 <b>(1.%)</b>	0 <b>(0 %)</b>

**Current Academic Year**  
**(Percentages are for each cohort and the totals across the school)**

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	10 (42%)	6 (25%)	4 (17%)	0	0
Year 5	7 (50%)	1 (7%)	6 (43%)	0	0
Year 4	13 (43%)	9 (30%)	3 (10%)	0	1 (3%)
Year 3	4 (6%)	2 (3%)	2 (3%)	0	0
Year 2	6 (32%)	4 (21%)	2 (11%)	0	0
Year 1	7 (27%)	5 (19%)	2 (8%)	0	0
Reception	8 (32%)	8 (32%)	0	0	0
Total	<b>55 (36%)</b>	<b>35 (23%)</b>	<b>19 (12%)</b>	<b>0 (0%)</b>	<b>1 (1%)</b>

2. Current attainment		
End of KS2 Attainment for: 2015-2016 (12 children)	Pupils eligible for PP (your school) (FSM/E6)	Pupils not eligible for PP (your school/national Y6) (FSM/E6)
% achieving expected standard or above in reading, writing and maths	33% (4)	63% (5)/53%
% achieving expected standard or above in reading	50% (6)	50% (4)/66%
% achieving expected standard or above in writing	92% (11)	88% (7)/74%
% achieving expected standard or above in maths	42% (5)	88% (7) /70%
End of Y5 Attainment for: 2015-2016 (12 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	25% (3)	50% (6)
% achieving expected standard or above in writing	8% (1)	33% (4)
% achieving expected standard or above in maths	17% (2)	33% (4)
End of Y4 Attainment for: 2015-2016 (7 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	43% (3)	57% (4)
% achieving expected standard or above in writing	43% (3)	57% (4)
% achieving expected standard or above in maths	43% (3)	57% (4)
End of Y3 Attainment for: 2015-2016 (13 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	0% (0)	0% (0)
% achieving expected standard or above in writing	0% (0)	0% (0)
% achieving expected standard or above in maths	0% (0)	0% (0)
End of Y2 Attainment for: 2015-2016 (4 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	50% (2)	54% (7)
% achieving expected standard or above in writing	50% (2)	54% (7)
% achieving expected standard or above in maths	50% (2)	46% (6)
End of Y1 Attainment for: 2015-2016 (6 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	83% (5)	77% (10)
% achieving expected standard or above in writing	67% (4)	77% (10)
% achieving expected standard or above in maths	50% (3)	85% (11)
End of EYFS Attainment for: 2015-2016 (7 children)	Pupils eligible for PP	Pupils not eligible for PP
% achieving a good level of development	29% (2)	74% (14)
% achieving expected standard or above in reading	29% (2)	74% (14)
% achieving expected standard or above in writing	29% (2)	74% (14)
% achieving expected standard or above in maths (numbers)	29% (2)	84% (16)

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.	Gap between PP and non-PP children (need to accelerate progress)	
B.	Social and emotional resilience	
C.	Engagement and motivation of PP children	
D.	Attendance of children in receipt of PPG an issue	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress in reading, writing and maths. PP children’s maths and reading improves in line with non-pp children at the end of KS2.	In years 2-6 the children in receipt of PPG funding will make at least 6 steps progress. In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments). Children will be able to talk about their progress. Progress will be evident from looking at their work. The gap between PP and non PP pupils will be diminishing at the end of the EYFS, KS1 and KS2. Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.
B.	Children will become more resilient, secure and confident.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will make accelerated academic progress and have increased social and emotional well-being.
C.	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.	Children will show increased levels of engagement and motivation for their schoolwork. Digital technologies will be used in all classes to inspire and engage children with their learning. Personalised learning resources are used to motivate children. Active Learn and RM Easimaths Tracking data show an increase in children’s attainment in basic skills.
D.	Children’s attendance will continue to improve and will be in line with national expectations.	Children will show increased levels of engagement and motivation for their schoolwork and attend school regularly. Prizes and attendance cup to motivate attendance in school.

Planned expenditure							
Academic year 2016/17							
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
Quality of teaching for all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Desired impact and how this will be measured.	Staff lead	When will you review implementation?	Cost
Children will become more resilient, secure and confident, ready for learning.	<b>Additional TA hours to support quality first teaching interventions and personalised learning, including Thrive.</b>	<p>Teaching Assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable progress with the class teacher. A series of practical sessions in small groups will support children's emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. TAs to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.</p> <p><b>Sutton Trust: Social and emotional aspects of learning +4 months. Individualised instruction +2 months, Parental involvement + 3 months</b></p>	TAs are attending Thrive Training and are assessing children across the school. SENDCo will liaise with TAs to ensure that provisions of children are met and that their progress is recorded. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys. Termly progress data.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in for identified pupils with Individual Behaviour Plans (IBPs) in KS2.</p> <p><b>Pupil tracking meetings will show that</b> progress made by disadvantaged pupils and other pupils nationally is diminishing but also reduced disruptions to learning caused by a minority of individuals leads to increased progress by all pupils.</p> <p><b>Work in books will show that</b> disadvantaged pupils take pride in their work; impacting positively on their daily progress.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils are happy at school and make good progress. Other pupils will also feel happy at school as a result of sustained improved behaviour from individuals or groups with particular needs.</p>	FD/SLT/ SENDCo	January 2017, then half termly	£15,000

Children make expected or better progress in reading, writing and maths	<b>Feedback, including Pupil Conferencing</b>	<p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> <p><b>Sutton Trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b></p>	<p>The progress in steps of all children will be closely tracked.</p> <p>Records of pupil conferencing will be kept and used to inform future planning for the teacher.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p><b>Pupil progress indicators will show that</b> the difference between disadvantaged pupils and other pupils nationally is diminishing in reading, writing and maths.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> effective feedback leads to disadvantaged pupil responses illustrating next steps being achieved and sustained progress over time.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils can discuss with confidence, the ways in which adult and peer feedback help them improve their work and/or take next steps in their learning.</p>	SLT	January 2017 and then termly	£0
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Children make expected or better progress in reading, writing and maths	<b>Feedback through use of Target Tracker</b>	<p>The school-wide assessment and tracking system will enable teachers to track progress and set targets based on the curriculum.</p> <p><b>Sutton Trust: Feedback +8 months, Digital Technologies + 4 months.</b></p>	<p>Assessment will be entered half termly in all classes. The assessment will form part of the data meeting and pupil progress meeting. This feedback will inform teachers and children on the next step of learning, ensuring good or better progress in Maths, Writing and Reading.</p>	<p><b>Pupil progress indicators will show that</b> the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing. The meetings will allow teachers to set targets to plug any gaps in learning.</p> <p><b>Work in books will show that</b> effective feedback leads to disadvantaged pupil responses illustrating next steps being achieved and sustained progress over time.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils can discuss with confidence, the ways in which adult and peer feedback help them improve their work and/or take next steps in their learning.</p>	SLT/ Class Teacher	January, then half termly	£1500
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Children make expected or better progress in reading, writing and maths	<b>Staff Training</b> <ul style="list-style-type: none"> <li>• <b>A systematic programme of CPD around areas identified of teaching and learning around monitoring cycles.</b></li> </ul>	<p>Marking and feedback is a continual focus for CPD in professional Development Meetings across the school. Marking and feedback has a measurable impact on children's learning and progress. Children actively respond to high quality marking and feedback. There is staff awareness of aspects of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on marking and feedback enables children to progress- this is demonstrated through next step marking and children's response to the marking. A range of thinking skills and question types are used to promote higher order thinking. An increase in consistently good teaching will ensure that children's learning is challenging and effective.</p> <p><b>Sutton Trust: Feedback +8 months, Mastery learning +5 months</b></p>	The impact of the use of the marking, feedback and questioning will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths. The CPD will be identified from ongoing monitoring.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly for lower attaining pupils. The higher ability will work at greater depth.</p> <p><b>Pupil tracking meetings will show that</b> progress made by disadvantaged pupils and other pupils nationally is diminishing and that the more able children are working at greater depth.</p> <p><b>Work in books will show that</b> disadvantaged pupils respond proactively to use taught strategies to set goals and monitor and evaluate their own academic development.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils are excited by their learning journeys and can articulate with confidence the ways in which they learn best and how to improve their work, using next step marking.</p>	SLT/Class Teachers	Half termly	£0
	TOTAL BUDGETED COST for QUALITY OF TEACHING						<b>£16,500</b>



	Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Desired impact and how this will be measured.	Staff lead	When will you review implementation?	Cost
Children will become more resilient, secure and confident	<b>Educational Psychologist</b>	<p>In order to support the SENDCo and individual PP children's needs, the Educational Psychologist is to be available for 34 hours across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process.</p> <p><b>Sutton Trust: Social and emotional aspects of learning +4 months individualised instruction +2 months</b></p>	The SENDCo, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.	<p><b>Pupil progress indicators will show that</b>, at the difference between disadvantaged pupils and SEN and other pupils nationally is diminishing, particularly in Year 4 and Year 1.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> effective feedback and interventions leads to disadvantaged SEN pupil responses illustrating next steps being achieved and sustained progress over time.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils with SEN feel more supported and empowered to access the curriculum to ensure a significant % of curriculum statements are achieved.</p>	SENDCo , Class Teacher , Educational Psychologist	Half termly	£3640

Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on Y5 and Y1.	<b>1:1 TA support for individual pupil.</b> Targeted pupil in KS2 will have intervention aimed to maximise their progress.	Additional TA to enable more personalised learning has been put in place. Progress is monitored closely and child is given timely and precise feedback to maximise progress.  <b>Sutton Trust: Feedback +8 months; Small group tuition +4 months;</b>	Clear baseline to be recorded before the 1:1 interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group/ 1:1 interventions recorded in conversation with the class teacher.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in writing, Year 3 and Year 4, Maths Year 5, Reading and Writing Year 6.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> disadvantaged pupils receive feedback time with the class teacher at least weekly.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils, particularly the Academically Most Able Pupil Premium pupils (AMA PP) feel empowered to move through the curriculum with pace as well as with mastery learning to ensure a significant % of curriculum statements are achieved at greater depth.</p>	CE/SLT/Class Teacher / SENDCo	Annually	£14,000
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Children to make expected or better progress in Reading, Writing and Maths across the school. PP children's maths and writing improves in line with non-pp children at the end of KS2 and in Reading, Writing and Maths KS1.	<b>Additional TA hours to support interventions</b>	<p>Teaching Assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable them to progress. TAs to discuss the progress with the class teacher and amend the interventions as needed to ensure that these are closely matched to the ongoing assessments.</p> <p><b>Sutton trust: Feedback +8 months; Small group tuition +4 months; Meta-cognition and self-regulation +8 months; Mastery learning +5 months</b></p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Evaluations to be recorded and reviewed. Interventions discussed during termly data meetings.</p>	<p><b>Pupil progress indicators will show that</b>, at the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> effective feedback and interventions leads to disadvantaged pupil responses illustrating next steps being achieved and sustained progress over time.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils feel more supported and empowered to access the curriculum to ensure a significant % of curriculum statements are achieved, particularly an increased number of children achieving statements at greater depth.</p>	SLT/TH/KD/Class teachers	Termly	£13500
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Children will become more resilient, secure and confident	<b>School Uniform and P.E. kit for individual children</b>	Children feel equal to their peers and are prepared to participate in P.E. lessons.  <b>Sutton Trust: School uniform 0 months.</b>	Records are kept of those children/families who need school uniform and P.E. kit. Stocks of school uniform are available. The P.E. kits will be kept in school.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in for identified pupils who struggle to access part of the curriculum.</p> <p><b>Pupil tracking meetings will show</b> that progress made by disadvantaged pupils and other pupils nationally is diminishing but also reduced disruptions to learning caused by a minority of individuals leads to increased progress by all pupils.</p> <p><b>Work in books will show that</b> disadvantaged pupils take pride in their work and display; impacting positively on their daily progress.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils are happy at school, make good progress and are able to access the broader curriculum. Other pupils will also feel happy at school as a result of sustained improved behaviour from individuals or groups with particular needs.</p>	SLT Class Teacher s	Half Termly, when necessary	£500
Children will become more resilient, secure and confident	<b>Breakfast Club</b>	Children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes.  <b>Sutton Trust: Parental involvement +3 months, Social and emotional aspects of learning +4 months</b>	For pupils who are in receipt of pupil premium funding, we subsidise the cost of the breakfast club. For these families we ask for a contribution of £1.00 per child.		Breakfast Club Staff/ Class Teacher s/ SLT	Half termly, when necessary	£1000

Children will become more resilient, secure and confident	<b>School visits</b> A percentage of the cost of the residential trips are subsidised	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.  <b>Sutton Trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 months</b>	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.		SLT	January 2017 and then termly	£2500
	TOTAL BUDGETED COST FOR TARGETTED SUPPORT						<b>£35,140</b>

	iii. Whole School Approach						
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?	Cost
Children to make expected or better progress in Reading across the school. Children will become more motivated and engaged with their reading, with the desired impact of raising attainment and progress	<b>Reading Corners</b> To support independent reading across the school. There will be a stimulating reading environment in each classroom and the library.	All classes will plan to use the reading corner on a daily basis to increase motivation, progress and attainment and to promote the enjoyment of reading.  <b>Sutton Trust: Reading comprehension strategies +5 months, Physical environment 0</b>	The impact of the use of the reading corners will be closely monitored and evaluated through pupil conferencing, staff surveys and pupil surveys and through analysing progress data on reading.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference in reading between disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made in reading by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> children have an increased love of reading. The progress and attainment in reading between disadvantaged pupils and others is diminishing.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils, particularly the Academically Most Able Pupil Premium pupils (AMA PP) feel empowered to move through the curriculum with pace as well as with mastery learning to ensure a significant % of curriculum statements are achieved at greater depth.</p>	Class teacher s/SLT	N/A	£1200

Children will become more resilient, secure and confident	<p><b>Sensory/Thrive Room installed in the Nurture Base</b></p> <p>Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being. <b>Sutton Trust: Social and emotional aspects of learning +4 months individualised instruction +2 months</b></p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the Thrive practitioner and the class teacher. The impact will be reported to the SLT at least termly.</p>	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in for identified pupils with Individual Behaviour Plans (IBPs) and pupils accessing Thrive in KS1 and KS2.</p> <p><b>Pupil tracking meetings will show that</b> progress made by disadvantaged pupils and other pupils nationally is diminishing but also reduced disruptions to learning caused by a minority of individuals leads to increased progress by all pupils.</p> <p><b>Work in books will show that</b> disadvantaged pupils take pride in their work; impacting positively on their daily progress.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils are happy at school and make good progress. Other pupils will also feel happy at school as a result of sustained improved behaviour from individuals or groups with particular needs.</p>	SENDCo / Safeguarding and Welfare Officer/ SLT	Half termly	£2000
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Children's attendance will continue to improve and will be in line with national expectations.	<p><b>Safeguarding and Welfare Officer employed to monitor attendance and ensure motivation for children attending school.</b></p> <p>Attendance is closely monitored by each class teacher and any unexplained absences followed up by a phone call home on the same day. Expectations regarding attendance are communicated to parents via the school newsletter. Rewards systems in place to celebrate good and improved attendance. When necessary, the EWO will become involved to support.</p>	<p>Effective monitoring will ensure that the attendance for whole classes and individuals will improve. When children are in school they are learning. Parents will show greater levels of engagement with children's attendance and feel supported by the school.</p> <p><b>Sutton Trust: Parental involvement +3 months, Social and emotional aspects of learning +4 months</b></p>	Attendance data is collected and collated. Attendance data for children in receipt of pupil premium funding is reported to governors as part of the termly report.	<p><b>Pupil progress indicators will show that</b>, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly those individuals and groups, whose attendance has been poor.</p> <p><b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p><b>Work in books will show that</b> disadvantaged pupils who have historically had poor attendance, will have an increased amount of work in their books, showing progress over time.</p> <p><b>Pupil voice will suggest that</b> disadvantaged pupils, particularly those with poor attendance, are happy to come to school and make good progress.</p>	Safeguarding and Welfare Officer/SLT	Half termly.	£16,500
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Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.  Children to make expected or better progress in Reading, and Writing across the school.	<b>Active Learn</b> To support and motivate children's reading across the whole school. The new reading scheme provides provision across the school and assessment is now continuous from Nursery to Year 6. Children will be given the responsibility and	Effective monitoring and ongoing assessment of Active Learn will enable the children to make accelerated progress. Progress is maximised where independent learning is secure. The learning resource is carefully matched to the children's needs, ensuring that progress is maximised.  <b>Sutton Trust: Reading comprehension strategies +5 months, Parental involvement +3 months, Phonics +4 months, Oral Language Intervention +5 months. Digital Technologies + 4months.</b>	Ongoing assessment and monitoring will ensure that children are accessing the scheme and making good or better progress. HT and AH will run a workshop to parents to introduce the new scheme. Reading progress will be analysed in all year groups and trends will be identified.	<b>Pupil progress indicators will show that</b> , at KS2, the difference in reading between disadvantaged pupils and other pupils nationally is diminishing.  <b>Pupil tracking meetings will show that</b> where the difference in attainment is still apparent, the difference between progress made in reading by disadvantaged pupils and other pupils nationally is diminishing.  <b>Work in books will show that</b> children have an increased love of reading. The progress and attainment in reading between disadvantaged pupils and others is diminishing.	Class Teacher s/ SLT	January, then half-termly	£2200
Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.  Children to make expected or better progress in Reading, and Writing across the school.	<b>Guided Reading Books</b> To support and motivate children's reading across the whole school.	Effective monitoring and ongoing assessment of Guided Reading will enable the children to make accelerated progress. The learning resource is carefully matched to the children's needs and their individual book band, thus encouraging independent learning, which will lead to increased progress in Reading.  <b>Sutton trust: Reading comprehension strategies +5 months, Phonics +4 months, Oral Language Intervention +5 months.</b>	Ongoing assessment and monitoring will ensure that children are accessing the new Guided Reading books and as a result making good or better progress.	<b>Pupil voice will suggest that</b> disadvantaged pupils, particularly the Academically Most Able Pupil Premium pupils (AMA PP) feel empowered to move through the curriculum with pace as well as with mastery learning to ensure a significant % of curriculum statements are achieved at greater depth.	English lead/ SLT/ Class Teacher	January, then half termly.	£1700
	TOTAL BUDGETED COST FOR WHOLE SCHOOL APPROACH						<b>£23,600</b>
	<b>TOTAL BUDGET</b>					<b>£75,240</b>	

5. Additional detail
This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.