



Bramley Sunnyside Infant School Pupil Premium Strategy Statement 2018/2019

1. Summary information					
School	Bramley Sunnyside Infant School				
Academic Year	2018-2019	Total PP budget	£45,180.00	Date of most recent PP Review	30th November 2018
Total number of pupils on role	292	Number of pupils eligible for PP	34	Date for next internal PP Strategy Review	July 2019

What is the Pupil Premium Grant?

The **Pupil Premium** was introduced in April 2011. In 2011–12 schools were allocated **Pupil Premium** funding for children from low-income families who were eligible for free school meals or had been looked after continuously for more than six months. From **April 2012** the **Pupil Premium** was extended to include children who had been eligible for free school meals at any point in the last six years (known as the **Ever 6** Free School Meals measure) as well as those from families with parents in the Armed Forces (known as Ever 4 service child or child in receipt of a child pension from the ministry of defence). In **April 2015** the **Early Years Pupil Premium** was introduced for children in Foundation Stage 1.

Current Overview of School

Number of pupils and pupil premium grant (PPG) received for 2018-2019

Total number of pupils on roll in September 2018 (including FS1)	292
Total number of pupils eligible for PPG (Ever 6 FSM) (taken from DFE Ever 6 release September 2018)	34
Total Number of children eligible for EYPP (taken from Autumn Term 2018 LA budget return)	4
Total number of Service Children (taken from January 2018 census)	3

Total number of Looked After Children	0
Total number of children adopted from care	0
Amount of PPG received per pupil eligible for PPG (Ever 6 FSM) @ £1,320.00 (34 children)	£44,880
Amount of EYPP received per pupil eligible for EYPP @ £302.00 (£119.25 per term) 6 children	£716.00
Amount of PPG received per pupil for Ever 4 Service Children @ £300.00	£0.00
Amount of PPG received per pupil for Looked After Children (LAC) @ £1,900.00	£0
Amount of PPG received for Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order @ £1,900.00	£0
Total amount of PPG received	£45,596.00

2. EYFS outcomes at the end of 2017-2018						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
% achieving GLD	72.7%			74.1%		
% achieving ELG or above in Reading, Writing & Number	R	W	N	R	W	N
	72.7%	72.7%	72.7%	79.6%	76.3%	82%
% exceeding ELG in Reading, Writing and Number	R	W	N	R	W	N

2. KS1 outcomes at the end of 2017-2018						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	R	W	M	R	W	M
% achieving Level EXS or above in reading, writing & Maths	81.8%	81.8%	81.8%	78.9%	73.8%	79.6%
% passing the phonics screening check at the end of Year 1	66.7%			85%		
% passing the phonics screening check re take at the end of Year 2	90.9%			60.8%		
% achieving GDS in reading, writing & Maths	R	W	M	R	W	M
% making at least 3 steps progress in reading						
% making at least 3 steps progress in writing						
% making at least 3 steps progress in maths						

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	SEMH needs of children (emotional regulation, learning behaviours)
B.	Speech and Language Needs (including Listening and attention and language and communication) -
C.	Poor phonic skills children at risk of not achieving the expected standard -
D.	Poor basic Maths skills children at risk of not achieving the expected standard.–
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance and Punctuality (see Michelle re: PP attendance & punctuality report compared to non PP)
F.	Family financial restraints resulting in families unable to pay for educational visits, extra-curricular activities and other experiences.
G.	Lack of home support for reading –

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improve learning behavior and emotional regulation of PP children.	Children receive support for behavioral and emotional regulation in order to be able to access learning
B.	Improve language and communication skills for PP children in EYFS	All PP children will achieve the expected level in CLL at the end of FS2
C.	Improve PP children's phonic skills	Increase the number of PP children passing Phonic screen check in year one and all PP children to pass phonic screen re-takes in year 2
D.	Improve basic skills and deepen PP children's understanding so that children are secure in what they know and can make accelerated progress in maths.	PP children make at minimum the ELG at the end of EYFS and EXS by the end of Key Stage One
E.	Increase attendance for PP children (External)	Attendance of PP children is at least in line with school and national expectation of 96%
F.	PP children have equal opportunity to take part in clubs and extra curricular experiences (External)	PP children have access to extra-curricular activities and other paid for activities.
G.	Improve reading opportunities for PP children in school and encourage reading at home in order to accelerate progress. (External)	PP are reading more at home and in school and attaining on par with non-PP children

5. Planned expenditure		
2018-2019	Total Planned Expenditure	£71,815.00

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

i. 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?	Staff lead	When will you review implementation?
<p>Improve basic maths skills for PP children</p>	<p>-Ensure quality first teaching is sustained and built upon across school -Deeper learning in maths is carefully planned for...lesson structure, variation, concrete pictorial abstract approach embedded. -Daily dashboards are implemented in all classes to address fluency in maths -Staff have a clear understanding of new content in assessment framework Maths lead to support with planning in all year groups. -ensure gaps are identified in assessments and addressed in future planning -Maths intervention teacher to support teachers with programmes of intervention and resources</p>	<p>Improve basic skills and deepen PP children's understanding so that children are secure in what they know and can make accelerated progress in maths.</p> <p>Staff will track progress ,address gaps within their class and complete a class intervention timetable in response to emerging needs from data Staff will delivery mastery teaching and learning</p>	<p>Basline assessment identifies vulnerable pupils. All PP children will do Sandwell assessment. Maths intervention teacher to work with vulnerable children and train other staff to deliver focused interventions in EYFS. Progress will be tracked</p> <p>PP children will be a focus of meetings and appraisal midpoint review PP lead to scrutinize year group data,class data and class intervention SLT and maths leader will monitor maths through drop-ins and Learning Scrutinies</p>	<p>JS JS MS/DS DS MS DS CG CD</p>	<p>Termly review of progress all staff to analyse class data termly</p> <p>Termly monitoring dropins/learning scrutinies</p>
<p>Improve reading skills for PP children</p>	<p>-Ensure quality reading opportunities are being provided daily in all classrooms -Guided reading workshops continue to enhance comprehension skills. -Reciprocal reading strategies are embedded -Everyday readers initiative is embedded in all classrooms -Staff have a clear understanding of new content in assessment framework -all staff will complete a class intervention timetable in response to needs emerging from data -ensure gaps are identified in assessments and addressed in future planning -Literacy lead will support colleagues with guided reading planning/reciprocal reading -Literacy lead/EYFS will feed back from Reading for pleasure project and 'Helicopter</p>	<p>Children need more opportunities to apply their phonic skills in reading.</p> <p>Develop a love of books and parental engagement with reading</p> <p>All staff will be responsible for tracking progress and addressing gaps within their class to respond to emerging needs from assessments.</p>	<p>Half termly assessments to identify vulnerable children</p> <p>Reading incentives/reading race scores</p> <p>PP children will be a focus of meetings and appraisal midpoint review PP lead to scrutinize year group data, class data and class intervention timetables</p> <p>-Time will be given for Literacy lead and FS staff to feedback to all staff and discuss actions for implementation.</p>	<p>BR BR DS MS CD BR</p>	<p>Termly review of progress all staff to analyse class data termly</p>

	stories training' work with staff to implement any new initiatives.													
Total budgeted cost					£31,538.00									
ii. Targeted support														
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?									
Improve PP children's phonic skills	<ul style="list-style-type: none"> -Daily phonics in banded groups for all children -Daily phonic boosters for vulnerable children in GR session -Phonics progress is tracked -PP children will all be included in Every Day Readers initiative. -Organise reading champion imitative to provide extra reading support for PP children. -All staff are made aware of PP children and intervention needed 	<ul style="list-style-type: none"> -Ensuring all children are at age related and pass their phonic screen check in year one to give them the base chance of being EXS at minimum by the end of Year two. -PP children are receiving a daily one-to-one read so they have regular practice to apply sounds learnt. 	<ul style="list-style-type: none"> Half termly RWI assessments to ensure rapid progress through the bands. Termly phonic screen checks. Careful organization of RWI groups and deploying highly skilled staff with more vulnerable groups. All staff know who PP children are so they can be targeted in phonic sessions. Literacy lead not teaching a group so can train and keep track of progress or earlier movement of children PP lead to scrutinize year group data, class data and class intervention timetables 	<ul style="list-style-type: none"> BR BR BR DS 	<ul style="list-style-type: none"> Half termly assessment PP meetings Half termly Staff meeting time with all staff to plan provision for PP children 									
Improve language and communication skills for PP children in EYFS	<ul style="list-style-type: none"> Deliver SALT programmes for PP children Talking tables Helicopter stories Everyday Readers including picture books Circle Time (S&L skills) Dough disco & squiggle whilst you wiggle Ring Games Phonics intervention Specific maths vocabulary 	<ul style="list-style-type: none"> Baseline data shows 11% of PP children were working at ARE+ (FS2) Baseline data shows 0% of EYPP children were working at ARE+ (FS1) 	<ul style="list-style-type: none"> Intervention will be planned and logged on class intervention timetables -Data will be analysed termly 	CD	<ul style="list-style-type: none"> Half termly assessment PP meetings Staff discussions DEP action plans Appraisal targets/documents Current data is showing children working at ARE/ARE+ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>CLL</td> <td>Aut 1</td> <td>Spr 2</td> </tr> <tr> <td>FS1</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>FS2</td> <td>11%</td> <td>77%</td> </tr> </table>	CLL	Aut 1	Spr 2	FS1	0%	75%	FS2	11%	77%
CLL	Aut 1	Spr 2												
FS1	0%	75%												
FS2	11%	77%												

<p>Improve learning behavior and emotional regulation of PP children.</p> <p>Support the well being of children in order to enable them to access learning</p>	<p>Staff work closely with PP children and their families.</p> <p>Staff will access regular training and advice from EPS and the SEMH team and will implement suggestions given.</p> <p>Staff will use therapeutic stories and wishes and feelings resources purchased.</p> <p>Staff take time to regularly gather wishes and feelings of PP children.</p> <p>Staff will use rewards and sanctions according to school policy and adhere to behavior plans.</p>	<p>PP children understand feelings and emotions and they receive support to learn strategies to manage their feelings and emotions to enable them to self-regulate in class.</p>	<p>Graduated response documents will be completed. Records will be kept of strategies that have been implemented</p> <p>Pivats documents will be used to set targets and be evaluated.</p> <p>Reminders given to staff to complete wishes and feelings. Wishes and feelings work will be recorded on Cpoms</p>	<p>KF/KJ</p> <p>MS</p>	<p>PP lead to look on cpoms for recorded wishes and feelings</p>
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Total budgeted cost £34,757.00

iii. Other approaches

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?
<p>Increase attendance for PP children</p>	<p>Monitor weekly attendance for PP children with first day response provision</p> <p>More robust tracking. MS to complete separate report for PP children</p> <p>Regular meetings with parents regarding attendance.</p> <p>Provide pastoral support where needed and work in conjunction with EWO.</p>	<p>Monitoring and addressing attendance and lateness will have a key impact on children's learning. Pupils regularly missing school have huge gaps in their learning.</p>	<p>Monitor attendance daily</p> <p>Keep a record on whole school PP profile document</p>	<p>MF</p> <p>DS/MS</p>	<p>On going monitoring-half termly reviews of attendance.</p> <p>Meetings with EWO</p> <p>Current attendance figure for Pupil Premium children is 94% compared to 95% for non-pupil Premium children</p>
<p>PP children have equal opportunity to take part in clubs and extra-curricular experiences</p>	<p>Funding for school visits no cost for PP children</p> <p>School uniform vouchers</p>	<p>Ensure PP children have access to the full range of curriculum enrichment activities to support development of self esteem, confidence and life experiences.</p>		<p>Office staff</p>	<p>Annual costings reviewed July 2019 and future costings budgeted for April 2019</p>
<p>Improve reading opportunities for PP</p>	<p>-Ensure daily one to one reading in school for PP children which will be logged on class intervention timetable</p>	<p>Children are having daily opportunities to apply their</p>	<p>All staff will identify PP children for every day readers</p>	<p>DS</p>	<p>Termly data analysis</p>

<p>children in school and encourage reading at home in order to accelerate progress.</p>	<p>Train a team of reading champions to provide extra daily one to one reading for PP children. Provide extra reading incentive prizes for when PP children read at home.</p>	<p>phonic skills and to build up fluency in their reading. Children get quality discussion with an adult around the text A love of books and sharing a book is encouraged which may then be replicated at home.</p>	<p>and include them on class intervention timetable. PP lead will check class intervention timetables to ensure this is happening. Literacy Lead will co ordinate a team of reading champions and train them.</p>		<p>What is the progress of PP children? Are gaps narrowing?</p>
<p>Professional development for all staff Around PP.</p>	<p>-Central up to date copy of PP children on server -Create PP children profile -All PP children are tagged on Mags, class profile -Collect information on barriers to learning -PP lead meets with bursar regarding costings Devise new collection sheet for all staff to use which tracks class data including PP children's attainment and progress -Train staff how to use mag to collate class data for PP children. -Support will be available for staff to complete class intervention timetables. -PP lead will meet with TAs to ensure they know who PP children are and that they are using their class intervention maps.</p>	<p>-The new PP lead has a clear understanding of the role -All staff are aware of PP children and are tracking progress and attainment at a class level and providing extra support and intervention so that all PP children are achieving on par with non PP children.</p>	<p>All staff will be part of a whole school PP review day. Actions will be shared with all staff. PP children will be a focus of staff appraisal and pupil progress meetings, Dropins and Learning Scrutinies will focus on PP children PP lead will have time to scrutinize class provision timetables and data to see if appropriate intervention is in place to address gaps/statements not achieved.</p>	<p>MS DS</p>	<p>PP report will be reviewed at the end of the year. PP lead will review performance towards this target in appraisal</p>
Total budgeted cost					£5,520.00

The funding received from Early Years Pupil Premium and Pupil Premium for 2018-2019 will be allocated in the following ways:-

	Proposed Expenditure	Actual expenditure
Quality of Teaching for all = £31,538.00		
Maths Intervention	£29,538.00	
Maths 'Maths Mastery' Training Maths Leader support	£1,200.00 £600.00	
Reading for Pleasure Training	£600.00	
Phase 1 Letters and sounds training Curriculum Design Training	£50.00 £150.00	
Targeted Support = £34,757.00		
Social, Emotional and Mental Health support for pupils EPS (SEMH team)	£14,640.00 £3,600.00 £3,300.00	
Resources Therapeutic Stories	£100.000	
CLL and Phonics intervention EYFS – staff salaries	£6,870.00	
KS1 phonic boosters	£3,347.00	
KS1 fine motor skills/ H/W boosters	£2,500.00	
Accelerating Progress in Reading through the engagement of children and families in whole school initiatives.	£400.00	
Other Approaches = £5,520.00		
Subsidised Visits and After School Clubs (average of 2 visits per pupil per year @ £15.00)	£1020.00	
Uniform vouchers	£250.00	
Staff participation in PP Review and staff visits to other settings	£1000.00	
PP lead release time- track progress and observe PP children	£ 600.00	
Reading incentives	£500.00	
Reading Materials to address gaps in provision and engage boys	£1,000.00	
Staff Release Time to produce reports and analyse data for PP children's attendance	£ 1,150.00	
Total	£71,8155.00	

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve basic Maths skills for PP children	<ul style="list-style-type: none"> -Ensure quality first teaching is sustained and built upon across school -Deeper learning in maths is carefully planned for...lesson structure, variation, concrete pictorial abstract approach embedded. -Daily dashboards are implemented in all classes to address fluency in maths -Staff have a clear understanding of new content in assessment framework Maths lead to support with planning in all year groups. -ensure gaps are identified in assessments and addressed in future planning -Maths intervention teacher to support teachers with programmes of intervention and resources 	<p>MATHS DATA gap between PP and N at others was 12.9% Gap between Nat pp and Nat others 18.6% EYFS</p> <p>Our PP children achieved 77.8% against National other 81.9% National gap between PP and others was 14.6% Our PP children outperformed our non PP children There were some significant changes to the Maths TAF statements which made it more difficult for children to secure these for EXS. Maths intervention teacher was on long term sick leave which had an impact on support programmes for PP children. Daily dashboards are now up and running in all classrooms. The four calculations/morning maths were particularly successful in year two in keeping all four operations fluent when introduced midway through the year as part of the daily dashboard. The different ways in which calculations were presented helped children to tackle SAT questions with confidence being able to switch from one operation to another.</p>	<p>Continue with Maths mastery approach but ensuring PP children receive catch up or pre teaching.</p> <p>Continue with daily dashboard and especially teaching and practicing a variety of strategies so that children then can choose most efficient ones to solve calculations.</p> <p>Maths intervention teacher and specific Maths TA will continue to provide support in lessons and one to one work.</p> <p>Consider children who can be targeted for EXC in Maths</p>	
Improve reading skills for PP children	<ul style="list-style-type: none"> -Ensure quality reading opportunities are being provided daily in all classrooms -Guided reading workshops continue to enhance comprehension skills. -Reciprocal reading strategies are embedded -Everyday readers initiative is embedded in all classrooms -Staff have a clear understanding of new content in assessment framework -all staff will complete a class intervention timetable in response to needs emerging from data -ensure gaps are identified in assessments and addressed in future planning -Literacy lead will support colleagues with guided reading planning/reciprocal reading -Literacy lead/EYFS will feed back from Reading for pleasure project and 'Helicopter stories training' work with staff to implement any new initiatives. 	<p>Reading Gap narrowed in Y2 from -31% in Autumn term to -15% in summer 2 Gaps narrowed in EYFS from -19% in Autumn to -12% in summer 2.</p> <p>Everyday readers initiative was successful where fully implemented however it was not fully established throughout school</p> <p>All staff are now on board with data analysis and are able to analyse their own class data .Staff all received training (led by DS) on how to generate this data efficiently from the Emag system. Staff now spend more time on the 'so what' of the data and they are more clear on who the children are that need intervention and what exactly for. Staff can see from the proforma if their class gaps are narrowing. We have introduced class intervention timetable to ensure that interventions ARE taking place and focus children are identified. This ensures that all staff working in</p>	<p>Class reading to be rolled out to year two next academic year.</p> <p>PP children will continue to read every day and time will be set aside on the whole school intervention timetable to support this and class intervention timetables monitored by PP lead. Class tracking and gap analysis will continue. Moving forward this can be improved by sharing TA expertise across a year group and running intervention across year groups. SLT need to check these are in place and being used. We also need to analyse the percentage of children who are making 3 steps minimum of progress over the course of the year and that target children are making accelerated progress.</p>	

		classrooms know what is expected in terms of who needs support with what and when.		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve PP children's phonic skills	<p>-Daily phonics in banded groups for all children</p> <p>-Daily phonic boosters for vulnerable children in GR session</p> <p>-Phonics progress is tracked</p> <p>-PP children will all be included in Every Day Readers initiative.</p> <p>-Organise reading champion initiative to provide extra reading support for PP children.</p> <p>-All staff are made aware of PP children and intervention needed</p>	<p>End of Year Phonics Data</p> <p>All Year 1 – 85% PASS</p> <p>Y1 PP-7 out of 11 PP children passed. The 4 children who failed 1 has EHCP and the other 3 children are SEN support and scores improved from a score of 5 to 21, 10 to 22 and 5 to 25. These 3 children are now on track to pass at Y2</p> <p>All Year 2 retakes – 80% PASS</p> <p>Y2 PP retakes - All 4 PP children who retook test passed.</p> <p>We introduced one to one phonics intervention in the summer term which had a huge impact in accelerating progress.</p>	<p>Children will continue to access extra phonics in reading lessons.</p> <p>We will continue to track PP children in phonics. Phonics leader to track PP as a group to monitor how PP children performing against national others.</p> <p>Specific time will be set aside for PP children to access one to one booster phonic intervention from a TA each afternoon on the whole school intervention timetable..</p>	
Improve language and communication skills for PP children in EYFS	<p>Deliver SALT programmes for PP children</p> <p>Talking tables</p> <p>Helicopter stories</p> <p>Everyday Readers including picture books</p> <p>Circle Time (S&L skills)</p> <p>Dough disco & squiggle whilst you wiggle</p> <p>Ring Games</p> <p>Phonics intervention</p>	<p>75% PP children achieved ARE in CLL which is above national PP children 71.2%</p> <p>Interventions impacted on PP children making accelerated progress in order to achieve ELG.</p>	<p>Staff will continue to do gap analysis and provide intervention according to emerging needs.</p> <p>Staff will continue to produce class intervention timetables and share expertise across the unit.</p> <p>Staff will consider strategies and target PP children for EXC in FS and GDS at the end of Y2.</p>	
<p>Improve learning behavior and emotional regulation of PP children.</p> <p>Support the well being of children in order to enable them to access learning</p>	<p>Staff work closely with PP children and their families. Staff will access regular training and advice from EPS and the SEMH team and will implement suggestions given.</p> <p>Staff will use therapeutic stories and wishes and feelings resources purchased.</p> <p>Staff take time to regularly gather wishes and feelings of PP children.</p> <p>Staff will use rewards and sanctions according to school policy and adhere to behavior plans.</p>	<p>Instances of deregulation have begun to decrease</p> <p>Wishes and feelings work has helped us to understand children's lived experiences and has fed into Team around the family meetings helped us to put appropriate support in place in school and at home..</p>	<p>Continue this work and develop as part of our nurture facility for next academic year.</p>	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increase attendance for PP children	Monitor weekly attendance for PP children with first day response provision More robust tracking. MS to complete separate report for PP children Regular meetings with parents regarding attendance. Provide pastoral support where needed and work in conjunction with EWO.	The impact of rigorous tracking and monitoring of attendance for all pupils has ensured that we have met national attendance targets of 95.8% however PP are slightly below non-PP Y1 PP 93% non PP – 96% Y2- PP 95% non PP -96.5%	We will continue to track the attendance and punctuality of PP children and analyse reasons for absence/lateness.	
PP children have equal opportunity to take part in clubs and extra-curricular experiences	Funding for school visits no cost for PP children School uniform vouchers	All PP children received subsidised visits and uniform vouchers	Continue with this	
Improve reading opportunities for PP children in school and encourage reading at home in order to accelerate progress.	-Ensure daily one to one reading in school for PP children which will be logged on class intervention timetable Train a team of reading champions to provide extra daily one to one reading for PP children. Provide extra reading incentive prizes for when PP children read at home.	Where reading daily with adults in school was implemented, this impacted enormously on progress and attainment for PP children Some PP children also began to read more at home because of reading race incentives. Reading race scores are higher at the beginning of this academic year than last.	Continue with everyday reader incentive Regular one to one reading (minimum 3 times per week) will be timetabled for all PP children and this will happen daily if they do not read at home.	
Professional development for all staff Around PP.	-Central up to date copy of PP children on server -Create PP children profile -All PP children are tagged on Mags, class profile -Collect information on barriers to learning -PP lead meets with bursar regarding costings Devise new collection sheet for all staff to use which tracks class data including PP children's attainment and progress -Train staff how to use mag to collate class data for PP children. -Support will be available for staff to complete class intervention timetables. -PP lead will meet with TAs to ensure they know who PP children are and that they are using their class intervention maps.	Staff now hold a collective responsibility for raising attainment and diminishing Staff all received training (led by DS) on how to generate data efficiently from the Emag system. All the information is now collated in one place on the new class data analysis proforma designed by SLT and is discussed as part of teacher appraisals. Staff can see from the proforma if their class gaps are narrowing and now spend more time on the 'so what' of the data and they are more clear on who the children are that need intervention and what exactly for. Staff have confidently been able to discuss PP children's attainment in pupil progress meetings and as part of monitoring. Class intervention timetables have ensured that all staff working in classrooms know who PP children are, what is expected in terms of support for them and when this will happen.	Moving forward this can be improved by sharing TA expertise across a year group and running intervention across year groups/whole school. SLT need to check intervention timetables are in place and being used. We also need to analyse the percentage of children who are making 3 steps minimum of progress over the course of the year and that target children are making accelerated progress.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.