

Pupil premium strategy statement: Catshill First School and Nursery

1. Summary information

School	Catshill First School and Nursery				
Academic Year	2018-19	Total PP budget	£113740	Date of most recent PP Review	n/a
Total number of pupils	Autumn: 281 Spring: Summer:	Number of pupils eligible for PP	Autumn: 94 Spring: Summer:	Date for next internal review of this strategy	Ongoing

2. Attainment 2018

	School Data		National Comparator Data	
Good Level of Development	All pupils	69%	All pupils	72%
	FSM	64%	FSM	73%
	Non FSM	71%	Non FSM	73%
Year 1 Phonics Check	All pupils	88%	All pupils	83%
	Disadvantaged	86%	Disadvantaged	85%
	Non-disadvantaged	89%	Non-disadvantaged	85%
Year 2 Phonics Check (9 pupils)	All pupils	78%	All pupils	
	Disadvantaged	67%	Disadvantaged	
	Non-disadvantaged	100%	Non-disadvantaged	
KS1 Reading Working At or above	All pupils	82%	All pupils	76%
	Disadvantaged	76%	Disadvantaged	79%
	Non-disadvantaged	86%	Non-disadvantaged	79%
KS1 Writing Working At or above	All pupils	62%	All pupils	70%
	Disadvantaged	57%	Disadvantaged	74%
	Non-disadvantaged	66%	Non-disadvantaged	74%
KS1 Maths Working At or above	All pupils	82%	All pupils	76%
	Disadvantaged	81%	Disadvantaged	80%

	Non-disadvantaged	83%	Non-disadvantaged	80%
Attendance 2017-18 (Autumn and Spring ASP Data)	School		National Average	
% of sessions missed due to Overall Absence School	All pupils	95.0%	All pupils	95.8%
	Disadvantaged	93.4%	Disadvantaged	94.3%
	Non-disadvantaged	95.8%	Non-disadvantaged	96.4%
Persistent absentees – absent for 10% or more sessions	All pupils	16.7%	All pupils	9.6%
	Disadvantaged	24.3%	Disadvantaged	17.2%
	Non-disadvantaged	11.2%	Non-disadvantaged	6.9%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Oral language and Listening and Attention skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows Reading and Writing progress in subsequent years.
B	As a group, disadvantaged pupils are displaying more severe emotional and social needs
C	Parental engagement of Disadvantaged pupils is increasing. This needs targeting more to have an impact on attainment and progress of more Disadvantaged pupils.
D	Pupils who are both disadvantaged and SEND have a significant impact on disadvantaged progress and attainment data. This is an area that needs targeting and individual barriers to be analysed.
External barriers (issues which also require action outside school, such as low attendance rates)	
A	Disadvantaged attendance is lower than Non-Disadvantaged. This is a next step identified within the May 2017 Ofsted report.
B	Whole school Persistent Absentees is considerably higher than National. Disadvantaged persistent absentees in school are 7.1% higher than National comparison.
C	The school is situated in an area of high deprivation which consequently leads to a high number of vulnerable learners across the school.

4. Desired Outcomes

Priority 1 Whole-school ethos of attainment for all.	To target the development of communication and language as a foundation for all other learning	SLA with SALT for additional provision (½ day per week throughout the academic year) Create action plan with SALT to impact on family, environment, workforce, identification and intervention
	To raise standards in writing	Revisit CPD on learning sequences, impact of vocabulary, learning walls and other areas to impact on writing. Use ongoing monitoring to highlight areas of need for individual staff Implement further opportunities for staff to see each other teach and to make external visits to see teaching and learning in other schools

		<p>Monitor provision across all year groups and groups of the school to ensure quality first teaching is impacting on raising standards</p> <p>Use writing monitoring to inform of other areas needed for CPD</p> <p>Develop pupils engagement in writing through innovative and appealing provision</p>
	To evaluate curriculum provision to ensure that pupils are accessing their full entitlement (breadth of provision), inspired and motivated by the content (quality of provision) and retain their learning (skills progression)	<p>Audit current curriculum provision during Autumn term</p> <p>Curriculum Leaders to audit own subjects (What would a visitor to this school see of your subject area?)</p> <p>CPD (January 7th 19)</p> <p>Curriculum coverage</p> <p>Curriculum delivery</p> <p>Curriculum engagement</p> <p>Subject Leaders to monitor own areas during Spring 2 as a curriculum focus</p> <p>Use SPTO to track progress in curriculum areas</p> <p>Develop pupil engagement in curriculum areas through innovative and appealing provision</p>
Priority 2 Addressing behaviour and attendance.	To use the SPTO behaviour system to identify needs and enhance support	<p>Purchase behaviour bolt-on from SPTO</p> <p>Use system to record all red card behaviour, star of the week, SLT awards</p> <p>Monitor weekly and half termly so that appropriate interventions can be put in place</p>
	To use SPTO to identify attendance concerns and address these early	<p>Daily attendance monitoring, text messages home, follow up phone call</p> <p>Weekly monitoring by Welfare Lead</p> <p>Half termly monitoring by Welfare Lead and HOS</p>
	To ensure that all staff use the behaviour systems to address behaviour needs	<p>Review existing policy</p> <p>Revisit areas where weaknesses (or perceived weaknesses) occur</p> <p>Work with identified teachers to develop use of policy (policy into practise)</p> <p>Work with identified pupils to engage them in behaviour for learning (through identification of barriers to learning and triggers of unacceptable behaviours)</p> <p>Seek parental and external support as needed</p>
	To support all staff to manage social and emotional needs of pupils	See above
Priority 3 High quality teaching for all.	To target the development of communication and language as a foundation for all other learning	See above
Priority 4 Meeting individual learning needs.	To further develop the use of evidence based intervention to target support, quality assure provision and review progress	SPTO, Pupil Progress Meetings and professional understanding used to identify intervention needs
	To target the development of communication and language as a foundation for all other learning	Use CPD to train staff to have an understanding of speech, language and communication needs and support strategies
	Close gaps between disadvantaged pupils and those	Access local funding to set up a Family Learning group open to parents at CFSN and CMS; targeting but not exclusive to, disadvantaged families

	that are not disadvantaged through parental engagement	<p>Run a Dads and Lads group for KS2 boys and a male adult targeting but not exclusive to, disadvantaged families (run by Sam Veness)</p> <p>To implement a series of coffee mornings for EYFS parents</p> <p>Target hard to reach parents at other parent information sessions (Phonics, Maths KS1, Maths KS2, Y2 SATs)</p> <p>Review attendance at events by Dads</p> <p>UPS staff to have involvement of parents as an appraisal target</p> <p>All year groups to include parent workshop within their year</p> <p>Parent workshops to be run for KS1 SATs, Phonics, Maths in KS2</p> <p>Carry out parent survey to inform further actions</p> <p>Use parent voice to determine further actions</p> <p>Use Social Media platforms to make school information more accessible</p> <p>New school website to go live</p> <p>Use new school website to make school information more accessible</p>
Priority 5 Deploying staff effectively.	Use CPD to support TA development as identified through performance management and monitoring	<p>Use Appraisal meetings to identify CPD needs for staff</p> <p>Identify areas of need for groups and individuals</p> <p>Facilitate training as identified</p> <p>All staff to be allowed ½ day CPD in another setting to meet identified needs/target area/enhance provision</p>
	To target the development of communication and language as a foundation for all other learning	<p>Use additional SALT support to identify pupils with further speech and language needs</p> <p>Target support and intervention from TAs (and teachers) to the identified pupils</p> <p>Use social skills support to impact on Listening and Attention</p>
Priority 6 Data driven and responding to evidence.	To introduce SPTO assessment and tracking system in order for staff to have ownership of their class data and pupil progress (improve AfL, meet individual learning needs, SEN, improve differentiation and learning provision)	<p>Implement renewed monitoring schedule</p> <p>Appraisal meetings Sept/Oct 18</p> <p>NQT induction and support</p>
Priority 7 Clear, responsive leadership.	To use quality CPD to target areas of development as identified through appraisal and monitoring in order to raise standards	<p>Middle Leaders create Action Plans using EEF documentation as a basis</p> <p>Support offered to create and develop action plans</p> <p>Subject leaders included in monitoring schedule</p> <p>Subject Leadership time allocated throughout year</p> <p>Opportunity given to visit other school(s)</p> <p>Network meetings set up within BLN (Nursery, EYFS, English leads, Maths leads, ICT, moderation, PP)</p>

5. Planned expenditure

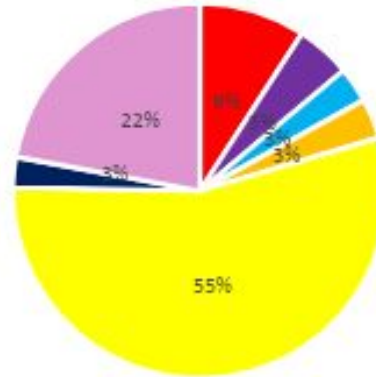
c year

2018-19

To see how **Quality of teaching for all, Targeted support & Other approaches** are being actioned and monitored please refer to the 2018-19 SIP which has been designed around research undertaken by NFER which identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. More detail can be found at: and www.nfer.ac.uk/publications/PUPP01 and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

Intended Pupil Premium Spend for 2018-19

- Whole school ethos of attainment for all
- Addressing behavior and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear, responsible leadership



6. Review of expenditure 2017-18

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Area of SIP	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)

<p>Priority 1 Whole-school ethos of attainment for all.</p>	<p>1.1 To close gaps (of 8%+ or 0.5+) as identified in end of 16-17 data.</p> <ul style="list-style-type: none"> Girls/boys Y1 Reading 10% Writing 10%, Y2 Reading 0.6, Writing 0.8, Y3 Writing 0.6, Y4 Writing 0.6 Disadvantaged/non-disadvantaged Y1 Maths 8%, Y3 Maths 0.5 <p>1.2 To continue to raise ARE percentage to meet national expectations in all classes (Y2 writing, Y3 maths)</p> <p>To investigate what outstanding looks like within this area.</p>	<p>Use targeted interventions to close skills gaps for identified groups</p> <p>Use Pupil Progress Meetings to analyse and discuss progress of identified pupils</p> <p>Monitor quality first teaching of the identified groups</p> <p>Monitor progress of the identified groups through work trawl</p> <p>Moderate work from identified groups</p> <p>Ensure boys are represented within monitoring schedule</p> <p>Use targeted interventions to close skills gaps for identified groups</p> <p>Use Pupil Progress Meetings to analyse and discuss progress of identified pupils</p> <p>Monitor quality first teaching of the identified groups and link to appraisal</p> <p>Monitor progress of the identified groups through work trawl</p> <p>Moderate work from identified groups</p> <p>Visit outstanding school</p> <p>Research</p>	<p>1.1</p> <p style="text-align: center;">Disadvantaged Data Overview July 2018</p> <table border="1" data-bbox="1220 199 1892 502"> <thead> <tr> <th>Year Group</th> <th>Contextual Statements</th> <th>Current Gap Reading</th> <th>Current Gap Writing</th> <th>Current Gap Maths</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>58 pupils 16 Dis</td> <td>0.6</td> <td>0.5</td> <td>0.7</td> </tr> <tr> <td>Year 1</td> <td>59 pupils 16 Dis</td> <td>Gap has closed</td> <td>0.3</td> <td>0.4</td> </tr> <tr> <td>Year 2</td> <td>50 pupils 22 Dis</td> <td>0.9</td> <td>0.4</td> <td>0.9</td> </tr> <tr> <td>Year 3</td> <td>50 pupils 21 Dis</td> <td>0.6</td> <td>0.8</td> <td>1.0</td> </tr> <tr> <td>Year 4</td> <td>43 pupils 18 Dis</td> <td>0.5</td> <td>0.6</td> <td>0.2</td> </tr> </tbody> </table> <table border="1" data-bbox="1220 518 1892 590"> <tr> <td>Gap has significantly closed</td> <td>Gap has closed over 1 year or is equal to or less than 0.5</td> <td>Gap has stayed the same over 1 year</td> <td>Gap has widened over 1 year</td> </tr> </table> <p style="text-align: center;">Change in gap not analysed for Reception</p> <p style="text-align: center;">A gap of 1.0 is equivalent to 1 term.</p> <p>1.2</p> <p style="text-align: center;">Whole School Data Overview July 2018</p> <p style="text-align: center;">Whole School Data Overview July 2018</p> <table border="1" data-bbox="1220 798 1892 1093"> <thead> <tr> <th>Year Group</th> <th>Contextual Statements</th> <th>% ARE Reading</th> <th>% ARE Writing</th> <th>% ARE Maths</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>58 pupils 16 Dis</td> <td>76</td> <td>72</td> <td>78</td> </tr> <tr> <td>Year 1</td> <td>59 pupils 16 Dis</td> <td>76</td> <td>66</td> <td>75</td> </tr> <tr> <td>Year 2</td> <td>50 pupils 22 Dis</td> <td>82</td> <td>64</td> <td>82</td> </tr> <tr> <td>Year 3</td> <td>50 pupils 21 Dis</td> <td>64</td> <td>52</td> <td>66</td> </tr> <tr> <td>Year 4</td> <td>43 pupils 18 Dis</td> <td>86</td> <td>79</td> <td>77</td> </tr> </tbody> </table>	Year Group	Contextual Statements	Current Gap Reading	Current Gap Writing	Current Gap Maths	Reception	58 pupils 16 Dis	0.6	0.5	0.7	Year 1	59 pupils 16 Dis	Gap has closed	0.3	0.4	Year 2	50 pupils 22 Dis	0.9	0.4	0.9	Year 3	50 pupils 21 Dis	0.6	0.8	1.0	Year 4	43 pupils 18 Dis	0.5	0.6	0.2	Gap has significantly closed	Gap has closed over 1 year or is equal to or less than 0.5	Gap has stayed the same over 1 year	Gap has widened over 1 year	Year Group	Contextual Statements	% ARE Reading	% ARE Writing	% ARE Maths	Reception	58 pupils 16 Dis	76	72	78	Year 1	59 pupils 16 Dis	76	66	75	Year 2	50 pupils 22 Dis	82	64	82	Year 3	50 pupils 21 Dis	64	52	66	Year 4	43 pupils 18 Dis	86	79	77	<p>New data gaps identified.</p>
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<p>Priority 2 Addressing behaviour and attendance</p>	<p>2.1 To evaluate the school's communications including the website to improve parental engagement</p> <p>2.2 To decrease the number of incidents of red card behaviour through behaviour interventions and support (from 2017 analysis)</p> <p>2.3 To continue the drive to improve attendance so that the school's overall figure is</p>	<p>Evaluate newsletters with parent group to find improvements</p> <p>Ensure website is legally compliant</p> <p>Evaluate website with parent group to find improvements</p> <p>Evaluate other parent communications with parent group to find improvements</p> <p>Investigate use of email and Facebook for communications to parents</p> <p>Monitor and analyse red card incidents weekly and over time</p> <p>Work with identified individuals to reduce incidents of low level disruption</p>	<p>2.1 New website established with Facebook and Twitter being used to enhance communication with parents.</p> <p>2.2 Red card analysis improved, including ways of responding to the behaviour roots through intervention. Disadvantaged pupils still demonstrate more red card level behaviour than Non-Disadvantaged.</p> <p>2.3 Whole School Reception to Year 4 – 95.1% Disadvantaged Reception to Year 4 – 93.6% Non-Disadvantaged Reception to Year 4 – 96.0%</p>	<p>Behaviour interventions to be more evidence-based and teacher-led.</p> <p>Explore use of Boxall Profile to support those with SEMH Needs.</p> <p>Attendance remains a focus for the school.</p>																																																																

	<p>in line with the national average To investigate what outstanding looks like within this area.</p>	<p>Use structured conversations with identified pupils/parents Target PW to work with identified children Re-establish rewards for class weekly attendance Monitor late collection of pupils through establishment of late pick-up book Introduce high value (Kindle) prize for half termly attendance 96%+, (no lates, not including holiday or unauthorised absence). Follow up absence with fines if falls below 90% in last 12 weeks Implement and continue advised actions following work with Babcock attendance officer Visit outstanding school Research</p>																																																																																																																							
<p>Priority 3 High quality teaching for all.</p>	<p>3.1 To ensure that teaching is consistently of a high standard ensuring that more children make expected progress or better 3.2 To improve the quality of teaching further and develop staff knowledge of greater depth learning to increase challenge To investigate what outstanding looks like within this area.</p>	<p>Redevelop monitoring of teaching schedule to meet current needs Develop individual and group CPD and support programmes to meet needs as identified through monitoring of teaching Hold phonics training and identify where support needed Use as a focus within Appraisal targets where necessary Monitor teaching for opportunities for children to be challenged and GD developed Develop individual and group CPD and support programmes to meet needs in GD teaching as identified through monitoring of teaching Use EEF research to develop expectations for challenge and to develop reasoning skills Use as a focus within Appraisal targets where necessary Monitor combined Reading, Writing and Maths Greater Depth Monitor Disadvantaged Greater Depth Visit outstanding school Research</p>	<p>3.1 % of pupils making ARE progress and accelerated progress by the end of year 2017-18</p> <table border="1" data-bbox="1218 603 1906 874"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">All</th> <th colspan="3">Disadvantaged</th> <th colspan="3">Non-Disadvantaged</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 59 pupils 16 Disadvantaged</td> <td>73</td> <td>9</td> <td>70</td> <td>10</td> <td>66</td> <td>12</td> <td>75</td> <td>13</td> <td>69</td> <td>19</td> <td>75</td> <td>19</td> <td>72</td> <td>7</td> <td>70</td> <td>7</td> <td>63</td> <td>9</td> </tr> <tr> <td>Year 2 46 pupils 17 Disadvantaged</td> <td>87</td> <td>4</td> <td>89</td> <td>13</td> <td>87</td> <td>16</td> <td>88</td> <td>6</td> <td>88</td> <td>18</td> <td>82</td> <td>24</td> <td>86</td> <td>3</td> <td>90</td> <td>10</td> <td>89</td> <td>11</td> </tr> <tr> <td>Year 3 43 pupils 19 Disadvantaged</td> <td>70</td> <td>5</td> <td>56</td> <td>7</td> <td>81</td> <td>0</td> <td>68</td> <td>5</td> <td>42</td> <td>5</td> <td>72</td> <td>0</td> <td>71</td> <td>4</td> <td>67</td> <td>8</td> <td>88</td> <td>0</td> </tr> <tr> <td>Year 4 35 pupils 12 Disadvantaged</td> <td>97</td> <td>14</td> <td>97</td> <td>23</td> <td>100</td> <td>43</td> <td>92</td> <td>0</td> <td>92</td> <td>8</td> <td>100</td> <td>33</td> <td>100</td> <td>22</td> <td>100</td> <td>30</td> <td>100</td> <td>48</td> </tr> <tr> <td>KS1 & 2 183 pupils 64 Disadvantaged</td> <td>80</td> <td>8</td> <td>77</td> <td>13</td> <td>81</td> <td>16</td> <td>80</td> <td>6</td> <td>70</td> <td>13</td> <td>81</td> <td>18</td> <td>81</td> <td>8</td> <td>80</td> <td>13</td> <td>81</td> <td>15</td> </tr> </tbody> </table> <p>Numbers of pupils and Disadvantaged are based on those with Baseline data from 2016-17 (those who can have ARE progressed measured against a year).</p> <p>3.2 Across Years 1 to 4, 18 Pupils made accelerated progress to achieve Greater Depth in Writing Across Years 1 to 4, 14 Pupils made accelerated progress to achieve Greater Depth in Reading Across Years 1 to 4, 22 Pupils made accelerated progress to achieve Greater Depth in Maths</p>		All						Disadvantaged			Non-Disadvantaged			Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Year 1 59 pupils 16 Disadvantaged	73	9	70	10	66	12	75	13	69	19	75	19	72	7	70	7	63	9	Year 2 46 pupils 17 Disadvantaged	87	4	89	13	87	16	88	6	88	18	82	24	86	3	90	10	89	11	Year 3 43 pupils 19 Disadvantaged	70	5	56	7	81	0	68	5	42	5	72	0	71	4	67	8	88	0	Year 4 35 pupils 12 Disadvantaged	97	14	97	23	100	43	92	0	92	8	100	33	100	22	100	30	100	48	KS1 & 2 183 pupils 64 Disadvantaged	80	8	77	13	81	16	80	6	70	13	81	18	81	8	80	13	81	15	<p>New whole school focusses identified including Writing and Curriculum enhancement.</p>
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<p>Priority 4 Meeting individual learning needs.</p>	<p>4.1 To target provision for pupils who have the most learning needs in order to increase progress (measured through target setting) 4.2 To create a purpose-built target system for pupils and staff to increase attainment, progress and self- assessment (meta-cognition). To investigate what outstanding looks like within this area.</p>	<p>Use structured conversations with parents to support progress for identified pupils (pupils identified during PPMs Oct 17) Use targeted TAs to increase provision for identified pupils/groups Use structured interventions within class to support identified pupils/groups Within classes, use toolkits to support individual/group needs Investigate, trial, develop and monitor a target setting system that works for pupils and staff for EYFS, English and Maths</p>	<p>4.1 See above progress data Impact of Targeted TAs seen through discussions around interventions and support in Pupil Progress Meetings. 4.2 Targeting system changed mid-year with the purchase of SPTO (electronic data system)</p>	<p>This will continue and we will look to use SPTO to aid in the targeting of individuals.</p>																																																																																																																					

		Visit outstanding school Research		
Priority 5 Deploying staff effectively.	<p>5.1 To use targeted TAs to impact on attainment, progress and well-being of individuals and groups (termly/half-termly programme of support).</p> <p>5.2 To develop staff expertise in order to increase the number of pupils making progress.</p> <p>To investigate what outstanding looks like within this area.</p>	<p>Target TTATs (Targeted Teaching Assistant Team) towards groups/individuals in need of additional support (half termly focus)</p> <p>Train teachers and Targeted TAs in structured and evidence based interventions</p> <p>Implement record-keeping systems for Targeted TAs which evidence progress to inform PPMs and Provision Maps</p> <p>To include TAs in PPMs/Provision Mapping as required</p> <p>Link interventions to teacher and TA appraisal</p> <p>Use EEF evidence to inform new provision and intervention</p> <p>CPD programme including:</p> <ul style="list-style-type: none"> ● Reading ● Maths Reasoning ● Attachment ● Phonics ● Listening and Attention ● Self-Efficacy/Disadvantaged ● Challenge and Greater Depth ● Writing for Pleasure ● Collaboration ● Data Training <p>Visit outstanding school Research</p>	<p>5.1 Half-termly data catches carried out which informed provision moving forward. See above ARE and progress data.</p> <p>5.2 CPD delivered. See progress data above.</p>	To continue with CPD responding to needs of staff and changed in practice.
Priority 6 Data driven and responding to evidence.	<p>6.1 To enable teachers to use data to identify pupils' learning needs and address underperformance quickly.</p> <p>To investigate what outstanding looks like within this area.</p>	<p>Data training (theory of why)</p> <p>EEF</p> <p>Change timetable of PPMs to allow staff time to analyse own data</p> <p>Produce a Data WAGOLL (by Dec 17)</p> <p>Use ASP to analyse data in more depth</p> <p>Explore the qualities of SIMS Discover</p> <p>Visit outstanding school Research</p>	<p>6.1 Data/assessment system changed mid-year with the purchase of SPTO (electronic data system) which was introduced in Summer Term and embedded ready for Autumn 2018.</p>	SPTO to become embedded.