

St Catherine's C of E Primary

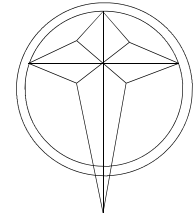
Pupil Premium Grant (PPG) Data Report 13/14

Pupil Premium Provision 14 /15

Produced by Head Teacher: Sarah Chapman

Approved by Governing Advisory Body: At meeting in September 2014.

This document is supported by the PPG Policy available in the school website.

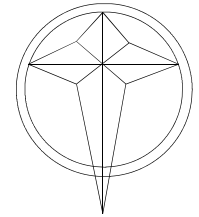


The Pupil Premium for 2014 is allocated to schools with pupils on that are known to be:

- Eligible for free school meals either now or at any time in the last 6 years.
- Children of service personnel
- Children in local authority care
- At St Catherine's we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed.
- Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the school at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PPG pupils will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality.
- Funding will also be used to develop high aspirations for the future so that children can continue to succeed. We want to raise achievement of all pupils and refuse to accept that the wealth of a child's family should determine how they do at school. We have a clear and unequivocal commitment to breaking the link between poverty and underachievement.
- Our provision has been informed by the latest OFSTED Guidance – *"The Pupil Premium – How schools are spending the funding successfully to maximise achievement"* – Published in 2012/13. See Appendix A for an overview of key principles.

The PPG Policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Head Teacher . It will be monitored as an item in the termly Head of School Report.

OVERVIEW OF SCHOOL 13-14



NUMBER OF PUPILS AND PPG (Pupil Premium Grant) received

Total number of pupils on role	214
Number of pupils benefitting from PPG	47
Total amount of PPG received	£51,596
Predicted spend per pupil	£1,098

Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class	3	7	9	5	11	7	5

REVIEW OF PLANNED SPENDING FOR 13-14

Objectives

- To improve the impact of interventions and teaching based on analysis of tracking 12-13 so that we close gaps for vulnerable pupils against all pupils nationally
- To ensure that impact is balanced and includes Wave 1,2 and 3 interventions and impacts on all eligible pupils so that we are targeting under achievement not low achievement
- To engage parents and increase parental support
- To encourage strong personal skills (including resilience, independence, perseverance) so that we develop independent learners
- Increase staff awareness of vulnerable pupils in class and highlight progress during termly tracking and assessments

Approach	Actions	Approx. cost per pupil	Budget commitment PPG														
One to One Tuition	<ul style="list-style-type: none"> • SLT to ensure that 1:1 is delivered by experienced and well-trained teacher • Y3, Y4 and Y5 teachers ensure that pupils chosen for 1:1 tuition are based on previous under achievement • LB delivered focused numeracy tuition one day a week for the autumn term. 	£363.50	£4,362														
Small group tuition	<ul style="list-style-type: none"> • Half -termly individual pupil discussion (class teacher) shows that small group interventions are securely based on tracking and recognition of pupils under achieving and based on specific need • Class observations -guided reading and writing is used effectively in classroom practice • Year R DD working with 3 children 1.5hrs a week autumn and spring developing numeracy, fine motor and phonics. • Year 1 CP working with 7 children 2hrs a week autumn and spring developing numeracy and fine motor. TG 10 hrs a week developing writing and reinforcing basis numeracy strategies, spring term only. • Year 2 AN 11 hours per week 1:1 focusing on social skills, understanding emotions, developing writing and numeracy. DF 15 hrs per week 1:1 focusing on social skills, understanding emotions and numeracy strategies. Running through autumn and spring. • Year 3 HC 2.5HRS a week in autumn and spring delivering numeracy, spelling and writing support. • Year 4 TG 2 hours per week in autumn and spring delivering numeracy and writing support. • Year 5 BF 3 hours per week in autumn and spring focusing on spelling, writing skills and developing numeracy skills. • Year 6 JE 0.5 per week in autumn extending numeracy. 	<table border="1"> <tr><td>£1,659</td></tr> <tr><td>£3,632</td></tr> <tr><td>£17,801</td></tr> <tr><td>£3,318</td></tr> <tr><td>£7,219</td></tr> <tr><td>£5,022</td></tr> <tr><td>£1,121</td></tr> </table> <p>Per class</p>	£1,659	£3,632	£17,801	£3,318	£7,219	£5,022	£1,121	<table border="1"> <tr><td>Small groups/ 1:2 Support - Reception</td></tr> <tr><td>Small groups/ 1:2 Support - Year 1</td></tr> <tr><td>Small groups/ 1:2 Support - Year 2</td></tr> <tr><td>Small groups/ 1:2 Support - Year 3</td></tr> <tr><td>Small groups/ 1:2 Support - Year 4</td></tr> <tr><td>Small groups/ 1:2 Support - Year 5</td></tr> <tr><td>Small groups/ 1:2 Support - Year 6</td></tr> </table> <p>£39773</p>	Small groups/ 1:2 Support - Reception	Small groups/ 1:2 Support - Year 1	Small groups/ 1:2 Support - Year 2	Small groups/ 1:2 Support - Year 3	Small groups/ 1:2 Support - Year 4	Small groups/ 1:2 Support - Year 5	Small groups/ 1:2 Support - Year 6
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Small groups/ 1:2 Support - Year 6																	

	CP 1.5hrs a week in spring delivering phonics. LB 0.5hrs a week numeracy booster club preparing for SATS.		
Fun fit	<ul style="list-style-type: none"> Daily fun fit with WE, 4 of 6 children are PPG. These sessions improve children's motor co-ordination (both large and fine) which in turn is linked to help their handwriting, planning, processing and organisational skills and thus impact positively on their school work. Sessions run 15 mins daily before school. Monitored half termly by SENCO. 	£112	£448
Daily reading	<ul style="list-style-type: none"> Targeting children who require extra support with segmenting and blending to become fluent. Delivered by ML on a one to one basis, five hours per week. 9 children between years one and two over the autumn and spring period. Focused development monitored by class teachers and RWI co-ordinator to ensure consistency. 		See above TA Support
Lunch Club	<ul style="list-style-type: none"> AN and HC 30 min sessions daily developing social skills and how to manage own feeling and emotions. Children explore how to interact with peers and what is acceptable behaviour in social situations. 	£157	£942
Digital technology-	<ul style="list-style-type: none"> Ensure that use of technology is driven by learning and whole school priorities Five netbooks purchased for each class encouraging the practical use in the classrooms. 30 total. 	Available for use as required	£3538 Paid by school budget
Rapid resources	<ul style="list-style-type: none"> Rapid reading, writing and numeracy resources purchased by HT to be used an intervention scheme to support LSA's. 		£573
Phonics resources	<ul style="list-style-type: none"> RWI phonics books purchased for children to take home. Encouraging the school/home link and supporting the children's learning. 	£40 total	£40
Support for school activity weeks	<ul style="list-style-type: none"> Year 5 Year 6 		£200 £880
Club funding	<ul style="list-style-type: none"> Cookery club funded for autumn term for one child. Swimming expenses paid for in autumn and spring 	£4 £72	£16 £720

	term.		
Breakfast Club	•	Set up and based on 34 FSM at £10 a week for 19 weeks	£6460
Swimming	• 10 children x £2 x 34 weeks	£72	£720
		Total spend:	£55134

Evidence of impact

Impact evidence	
<p>Levels of achievement PPG compared with cohort</p> <p>Y1 RWM =. Y2 RM =. W 1 sub-level behind. Y3 RWM 1 sub-level behind. Y4 RWM 2 sub-levels behind. Y5 R =. W2 sub-levels behind. M 3 sub-levels behind. Y6 RWM 1 sub-level behind</p>	<p>July 14 YF- Non PPG ELGs Reading 73% PPG ELGs Reading 2/3 pupils. Non PPG ELGs Writing 57% PPG ELGs Writing 1/3 pupils. Non PPG ELGs Maths 73% PPG ELGs Maths 1/3 pupils. Y1 – Non PPG Reading 1a PPG 1a. Non PPG Writing 1b PPG 1b. Non PPG Maths 1b PPG 1b. Y2 – Non PPG Reading 2b PPG 2b. Non PPG Writing 2b PPG 2c. Non PPG Maths 2b PPG 2b. Y3 – Non PPG Reading 3b PPG 3c. Non PPG Writing 2a PPG 2b. Non PPG Maths 3c PPG 2a. Y4 – Non PPG Reading 4c PPG 3b. Non PPG Writing 3a PPG 3c. Non PPG Maths 3a PPG 3c. Y5 - Non PPG Reading 4a PPG 4a. Non PPG Writing 4b PPG 3a. Non PPG Maths 4a PPG 3a. Y6 – Non PPG Reading 5c PPG 4a. Non PPG Writing 4a PPG 4b . Non PPG Maths 5c PPG 4a .</p>
<p>Levels of achievement PPG compared with national expectations see table below.</p>	<p>July 14 YF- no national comparison available Y1- Reached national expectation in maths and writing, exceeded in reading. Y2 – Reached expectation in reading and maths. Below in writing. Y3 – Reached expectation in reading and maths. Below in writing. Y4 – Reached national expectation in reading. Below in writing and maths Y5 – Reached national expectations in writing and maths. Exceeded in reading. Y6 – Reached national expectation in writing. Exceeded in reading and maths.</p>
<p>Levels of progress PPG compared with cohort <i>In bold good progress (5-6pts) or exceeded cohort</i></p> <p>Focus groups: PPG Y2 Reading and Writing – Y3 in Sept Y3 Writing and Maths – Y4 in Sept Y4 Maths – Y5 in Sept</p> <p>Non-PPG Y1 Writing Y2 Reading</p>	<p>July 14 YF- 3 pupils – 1/3 achieved ELG in Reading, Writing and Maths Y1 – Non PPG Reading 5.90pts PPG 6.2pts. Non PPG Writing 4.74pts PPG 5.3pts. Non PPG Maths 5.05pts PPG 5.1pts. Y2 – Non PPG Reading 5.21pts PPG 5.6pts. Non PPG Writing 5.32pts PPG 6.2pts. Non PPG Maths 6.26pts 6.5pts. Y3 – Non PPG Reading 5.48pts PPG 6.14pts. Non PPG Writing 4.39pts PPG 3.57pts. Non PPG Maths 4.48pts PPG 3.43pts. Y4 – Non PPG Reading 4.82pts PPG 4.36pts. Non PPG Writing 4.94pts PPG 4.18pts. Non PPG Maths 4.35pts PPG 3.45pts. Y5 – Non PPG Reading 4.92pts PPG 4pts. Non PPG Writing 4.58pts PPG 4.12pts. Non PPG Maths 4.83pts PPG 4.38pts. Y6 – Non PPG Reading 1.83pts PPG 4pts. Non PPG Writing 3.0pts PPG 3.2pts. Non PPG Maths 2.67pts PPG 5.6pts.</p>
<p>Evidence of impact on standards of individuals</p>	<p>See separate class vulnerable pupils termly analysis records.</p>

National Expectations 2013 at end of Key Stage Two and Key Stage One

Attainment	Reading	EGPS	Writing	Maths	Combined (R/W/M)
L4+	86%	74%	83%	85%	76%
L5+	45%	48%	30%	41%	21%
L6+	0%	2%		7%	
Progress					
2+ NC levels	88%		91%	88%	
3+ NC levels	30%		30%	31%	
4+ NC levels					

Attainment	Reading	Writing	Maths	Science
L2+	89%	85%	91%	90%
L2b+	79%	67%	78%	
L3+	29%	15%	23%	22%

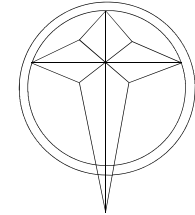
Average Point Score

KS1	National Standards		
Subject	Average point score	Boys	Girls
Reading	16.0	15.5	16.6
Writing	14.7	14.0	15.4
Mathematics	15.9	15.9	15.9

KS2	National Standards		
Subject	Average point score	Boys	Girls
Reading	28.8	28.2	29.4
Writing	27.3	26.4	28.2
Mathematics	28.4	28.6	28.2

OVERVIEW OF SCHOOL 14-15

NUMBER OF PUPILS AND PPG (Pupil Premium Grant) received



Total number of pupils on role	214
Number of pupils benefitting from PPG	55/53
Indicative Pupil Premium Allocation	£59800
Predicted spend per pupil	£1,087

Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class	3	8	9	7	13	9	6
Number of PPG Children in class	4	3	8	9	7	13	9

PLANNED SPENDING FOR 14 -15

The SLT and Governors have considered the actions and implications of impact evidence 13-14 and have agreed the following objectives as areas of focus.

The final quarter of funding for 14-15 will be received April 15. This plan is based on 75% of annual funding (ie £). The planned spending for September 14 – April 15 is £. The shortfall in funding will be supported from the main school budget. Funding allocation will be reviewed March 15 to ensure that this continues to support PPG achievement based on evidence of success.

Objectives

- To improve the impact of interventions and teaching based on analysis of tracking 13-14 so that we close gaps for vulnerable pupils against all pupils nationally. This remains a whole school focus in the Improvement plan.
- To ensure that interventions are targeted and immediate impact on levels of achievement in classes is evident
- To widen the engagement of parents and further increase parental support
- To encourage strong personal skills (including resilience, independence, perseverance) so that we develop independent learners
- To raise aspirations so that pupils strive to improve

Approach	Criteria for access to support	Actions /Outcomes	Evidence of Impact	Approx. cost per pupil and budget commitment
Small group tuition	Tracking used to highlight where PPG pupils in classes are making less than expected progress compared with progress or failing to reach potential (AA pupils).	<ul style="list-style-type: none"> • Half -termly individual pupil discussion (class teacher) shows that small group interventions are securely based on tracking and recognition of pupils under achieving and based on specific need • Class observations -guided reading and writing is used effectively in classroom practice • Year R DD working with 3 children 1.5hrs a developing numeracy and writing. • Year 1 CP working with 7 children 2hrs a week developing numeracy and spellings. TG 10 hrs a week developing writing and reinforcing basis numeracy strategies. SW 0.5 a week developing writing and spellings. • Year 2 AN 11 hours per week 1:1 focusing on social skills, understanding emotions, developing writing and numeracy. DF 15 hrs per week 1:1 focusing on social skills, understanding emotions and numeracy strategies. • Year 3 HC 2.5HRS a week in delivering numeracy, spelling and writing support. • Year 4 TG 2 hours per week delivering numeracy and writing support. • Year 5 BF 3 hours per week focusing on spelling, writing skills and developing numeracy skills. • Year 6 JE 0.5 per week extending numeracy. CP 1.5hrs a week in spring delivering phonics. LB 0.5hrs a week numeracy booster club preparing for SATS. 	Review half termly. Attainment and progress gaps of targeted pupils closing.	<p>£52545</p> <p>Per pupil: £956</p> <p><i>Summer 14/Spring 15:</i></p> <p><i>Nursery/Reception - Reception/Y1 – £2877</i></p> <p><i>Year 1/Y2- £7648</i></p> <p><i>Year 2/Y3 – £8604</i></p> <p><i>Year 3/Y4 – £6692</i></p> <p><i>Year 4/Y5 – £12428</i></p> <p><i>Year 5/Y6 – £8604</i></p> <p><i>Year 6 - £5736</i></p>

Fun fit	<ul style="list-style-type: none"> Selected pupils are offered daily sessions to improve motor co-ordination. Pupils needs highlighted by teacher observations and overseen by SENDCo. 	<ul style="list-style-type: none"> Daily fun fit with WE, 4 of 6 children are PPG. These sessions improve children's motor co-ordination (both large and fine) which in turn is linked to help their handwriting, planning, processing and organisational skills and thus impact positively on their school work. Sessions run 15 mins daily before school. Monitored half termly by SENCO. 	Successful completion of programme.	£455
Daily reading	<ul style="list-style-type: none"> Pupils who require extra support to match peer progress in cohort or those who do not benefit from regular reading practice at home. 	<ul style="list-style-type: none"> Targeting children who require extra support with segmenting and blending to become fluent. Delivered by ML on a one to one basis, five hours per week. 9 children between years one and two over the autumn and spring period. Focused development monitored by class teachers and RWI co-ordinator to ensure consistency. 	A Pass in Y1 phonics assessment and good progress achieved in reading and spelling assessments undertaken in November and June annually.	Paid for within main school budget
Lunch Club	<ul style="list-style-type: none"> Selected pupils who have difficulty maintaining social relationships and need support in managing their feelings and behaviours. 	<ul style="list-style-type: none"> AN and HC alternating 30 min sessions daily developing social skills and how to manage own feeling and emotions. Children explore how to interact with peers and what is acceptable behaviour in social situations. 	Pupils able to cope in a range of social situations, they demonstrate positive learning behaviours in class and use strategies to manage their feelings.	£900
Effective feedback on learning (+8 months)	<ul style="list-style-type: none"> Link to whole school marking policy and pupils achieving their targets. 	<ul style="list-style-type: none"> Teachers to timetable regular sessions for pupils to reflect on marking comments and make corrections. Use staff meeting and whole staff CPD to ensure that all staff are able to give effective, positive feedback SLT to ensure that HLTAs to be used to allow regular pupil conferencing by class teachers Staff meeting time to be used to share effective strategies 		School budget

<p>Building Learning Powers</p> <p>Metacognition and self-regulation – know how to learn what good learning looks like (+8 months)</p>	<ul style="list-style-type: none"> All pupils with extra support for those not demonstrating good learning behaviours. 	<ul style="list-style-type: none"> SLT to monitor impact of weekly reading together sessions (see Sutton Trust – Peer tutoring for effective use) SLT to review programmes and approaches which promote thinking about thinking SLT to research professional development or outside support for teachers and TAs 	<ul style="list-style-type: none"> 	<p>No cost – SLT paid for from main school budget</p>
<p>Peer tutoring (+6 months)</p>	<ul style="list-style-type: none"> All pupils. 	<ul style="list-style-type: none"> Staff meeting time to share effective in class strategies 	<ul style="list-style-type: none"> 	<p>No cost</p>
<p>Thrive</p>	<ul style="list-style-type: none"> Preparing children to be emotionally ready to learn. 	<ul style="list-style-type: none"> SLT to review programmes and approaches which promote thinking about thinking SLT to research professional development or outside support for teachers and TAs. 	<ul style="list-style-type: none"> 	<p>£2000</p>
<p>Rapid Phonics</p>	<ul style="list-style-type: none"> Continuing to build on the skills and knowledge learnt in RWI this scheme is aimed at the KS2 children who struggle to retain and apply the skills. 	<ul style="list-style-type: none"> SLT to review programmes and approaches half termly. RWI Co-ordinator to monitor to ensure continuity with RWI. 	<ul style="list-style-type: none"> 	<p>£1500</p>

One to One Tuition (+5 in months)	Tracking used to highlight classes where PPG pupils making less than expected progress compared with cohort or failing to reach	<ul style="list-style-type: none"> • SLT to ensure that 1:1 is delivered by experienced and well-trained teacher • Y6 and Y5 teachers ensure that pupils chosen for 1:1 tuition are based on previous under achievement • SLT to extend 1:1 to cover pupils in Y5 and Y6 • SLT to Monitor initial and final assessments show real impact • SLT to monitor individual targets set for pupils to cover metacognition targets • After in initial assessments Y5 and Y6 teachers to consider groupings 1:1, 1:2 and 1:3 • Review length of interventions • Ensure impact is mirrored in class and sustained once 1:1 has finished 	<ul style="list-style-type: none"> • 	Cost within teaching/ TA allocated support paid by school budget
	Tracking used to highlight classes where PPG pupils making less than expected progress compared with cohort or failing to reach	<ul style="list-style-type: none"> • Termly tracking review to highlight classes for extra Wave 2 support • Pupils highlighted on weekly basis with specific intervention from class teacher based on AfL • Impact on individual pupil targets 	<ul style="list-style-type: none"> • Reviewed half termly • Clear evidence that interventions having impact on standard of classroom work and gap between achievement and ARE closing 	No cost from PPG paid for within main school budget
	Half termly tracking to be used to highlight pupils making less than expected progress against ARE (Age Related Expectations)	<ul style="list-style-type: none"> • Half termly analysis by SLT used to impact on interventions and Wave 1 provision 	<ul style="list-style-type: none"> • Wave 1 and 2 interventions being used to close gaps quickly and effectively and evidence of increased progress measured against APS (Average point Score) 	Cost within allocated teaching /TA budget – school budget funded.
Access to high quality external support	Achievement and progress significantly below peers. On Record of Need: 2 pupils selected a term	<ul style="list-style-type: none"> • Speedy access to high quality diagnostic • High quality assessments and reports 	<ul style="list-style-type: none"> • Reviewed annually by SLT and governors • PPG pupils have access to speedy 	6x days Ed Psych support = £2400

			and appropriate support	
Reception Focus	Individual areas of concern highlighted during baseline assessments on entry Concerns highlighted previously by EY provider Summer borns /boys 3 pupils targeted weekly	<ul style="list-style-type: none"> • Extra LSA support in class • Progress towards ELG improved 	Reviewed half termly Case studies /Learning journals showing good progress measured against ELGs	No cost from PPG budget
KS1 focus	Individual pupil and whole school areas where pupils have not reached expected ELGs. Phonics Support	<ul style="list-style-type: none"> • Individual and small group support. • Use of materials purchased to support learning and ensure gaps are closed and concepts are embedded. • Use of in school and home support, enrichment and extension materials in learning packs. 	Reviewed half termly. Termly Classroom observations and work trawls Pupils make good progress Sept – Dec. Tracking shows pupils make 1.6 APS per term	No cost from PPG budget
KS2 focus	Individual pupil and whole school areas where pupils have not reached expected previous progress Pupils whose progress has dipped LKS2	<ul style="list-style-type: none"> • Intervention programmes using Rapid Maths, Writing and Reading materials. • Guided reading support to develop reading and comprehension skills. 	Reviewed half termly Termly classroom observations and planning Tracking shows that pupils make 1.3+ APS per term	No cost from PPG budget
Foundation Stage Focus	Individual pupils who are not at expected levels on entry to Nursery. Individual pupils who have not reached expected levels on transition to Reception. Those pupils who have achieved ELGs will be part of Early Starters group in Summer Term of Reception	<ul style="list-style-type: none"> • Session support and focussed teaching • Next steps outlined and intervention set up in Reception to ensure progress is made and gaps closed. • Specific pupils work with Year 1 on early NC objectives to close gap between EYFS and Level 1 expectations. 	Reviewed termly and progress recorded in Learning Journey. Support for specific pupils to close the gap. Reviewed half termly to monitor progress and record attainment towards Level 1c/1b	No cost from PPG budget Paid for from main school budget

			TOTAL BUDGET	£59800
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Appendix A - OFSTED guidance for successfully maximising achievement

1. Carefully ring fenced funding so that they always spent it on the target group of pupils
2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels
3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why
4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
5. **Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good**
6. Allocated their best teachers to teach intervention groups to improve mathematics and English
7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve
9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it
10. **Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress**
11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
12. Had a clear policy on spending the PP agreed by governors and publicised on the school website
13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings
15. Thoroughly involved governors in the decision making and evaluation process
16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils

OFSTED guidance on unsuccessful spending

- Had a lack of clarity about the intended impact of the spending
- Spent the funding indiscriminately on teaching assistants with little impact
- Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
- Did not have good performance management system for teaching assistants and other support staff
- Did not have a clear audit trail for where the funding had been spent
- **Focused on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved**
- Planned their PP spending in isolation so their other planning e.g. improvement planning
- Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority