

Pupil Premium Strategy Review of expenditure				
Previous Academic Year		2018-19 £175,705		
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 £57,297
<p>Disadvantaged children to make accelerated progress in Reception and across KS1.</p> <p>Disadvantaged children who did not achieve GLD make accelerated progress during Autumn term in Y1 to enable them to access KS1 curriculum</p> <p>In school gap between PP and Non PP in % reaching ARE in Writing and Maths closes and performance compared to national standards is sustained.</p>	<p>Quality first teaching for all within a broad and balanced curriculum offering excellent learning opportunities with a focus on collaboration and high quality feedback. Curriculum designed to provide purposeful, child centred learning initiated from our children's interests and life experiences.</p> <p>Three KS1 TAs partially funded through PP</p> <p>Whole school approach to an enabling environment to allow independent learning and challenge for all</p> <p>Focus on Pupil Premium children in EYFS to ensure accelerated progress to promote PSED and CAL skills.</p> <p>Focus on Pupil Premium children in Year 1 who did not achieve Good Level of Development through smaller group.</p> <p>Focus on offering opportunities to achieve Greater Depth for high achieving Pupil Premium children</p>	<p>Across Reception Year and entire curriculum 90%+ of children made good or better progress.</p> <p>% of Disadvantaged children achieving GLD rose by 4%. GLD rose overall to 69%.</p> <p>Staff feedback and triangulation of evidence showed these children were more able to access KS1 curriculum in Autumn term. Improved transition aided this too.</p> <p>Progress was good overall for Disadvantaged children although numbers achieving accelerated progress was lower than expected overall.</p> <p>Small group focus enabled children to settle quickly and for staff to target individual needs which aided progress over the year.</p> <p>In school gap narrowed between PP and Others in Maths and Reading.</p>	<p>Approach to continue</p> <p>CPD for all staff around Enquiry learning and Interleaving and Retrieval Practise planned for 2019-20 to further improved the quality of provision. Included in this will be high quality oral feedback.</p> <p>Progression mapping for all subject areas is being undertaken to ensure the curriculum is designed around children's needs and interests to promote maximum progress.</p> <p>Wellcomm and staff expertise to continue to ensure maximum opportunities for speaking and use of language. Outdoor Learning to continue to provide a purposeful vehicle for CAL as well as PSED skills.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost £95,679

		PP, if appropriate.		
Gaps between disadvantage and non-disadvantaged children close across EYFS and across KS1	On going targeted support to supplement quality first teaching and to focus on reducing barriers to learning especially comprehension difficulties. Assistant Head and Deputy to work both in class to provide targeted support to Pupil Premium children. Individual targets maximise progress from an individual's starting point and wherever possible ensure a child reaches the expected level or above for their age.	School data rose significantly. Maths - significantly above National for both ARE and GD overall and also for Pupil Premium children. Reading- above national overall for ARE and gap with GD nationally closed to within 2 pp. Pupil Premium children achieving ARE rose and also GD which rose to above national figures.	Continue with approach.	
Attainment when compared to other pupils nationally is sustained	Reading Caravan- GR3 TA with proven expertise in supporting disadvantaged children delivering high quality 1-1 and small group reading intervention.	Writing- The overall % achieving both ARE and GD rose slightly to nearer national (within 5pp). The % of Pupil Premium children achieving both ARE and GD rose slightly to nearer to National figures. Progress for children accessing Reading Caravan was sustained above other pupil groups.	Need to consider writing interventions and whole school approach. Closer ties with Enquiry Learning and staff CPD planned to ensure impact is maximised. Characteristics of current cohort to be carefully considered when planning vehicles for writing.	

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
				£22,729

<p>Improved attendance for disadvantaged children</p>	<p>Systematic approach to attendance monitoring by office administrator to monitor Pupil Premium attendance with a particular focus on Persistent Absentees.</p>	<p>Overall PP attendance held steady at 94.36% for Reception and KS1 combined.</p> <p>PA% rose from the previous year by 2.4% to 9.5% overall. Although this is disappointing analysis shows that the current cohort were where the higher PA % were from the previous year. I.e. we lost a low PA year but retained the year's groups with higher PA. Also, the current Y1 cohort has increasing numbers of vulnerable families in it and this has impacted on the data.</p> <p>SLT monitoring has evidenced a clear and systematic approach to managing attendance and a closer link to safeguarding with the Senior Office Manager undertaking DSL training to aid conversations around the context of Persistent Absenteeism.</p>	<p>The approach will continue but with closer links between teachers and Persistent Absentees in order to triangulate the approach. Office staff will coordinate closely with SLT and the different categories of absenteeism will be dealt with separately to build in a hierarchy of response.</p> <p>Liaise with RHJS to coordinate approaches to PA with joint families.</p>	
<p>Improved outcomes for more able disadvantaged children</p>	<p>Weekly Chess Club with specialist coach solely for disadvantaged children. Extracurricular clubs to promote higher thinking and to provide opportunities for greater depth</p>	<p>The percentage of Disadvantaged children achieving Greater Depth in Maths rose to 18% (National 12%) and to 14% in Reading (National 12%)</p> <p>Staff feedback and monitoring evidences high quality questioning and classroom practice resulting in children engaging and persevering more with higher level cognitive demand.</p>	<p>The end goal of a chess tournament increased the children's engagement and promoted perseverance and determination to succeed.</p>	
<p>Individual evaluation of situations to alleviate need, reduce barriers to learning and engage children and their families.</p>	<p>Miscellaneous approaches e.g., uniform, pe kit, book bags, individual emergency bus passes, optometrist appointments and prescriptions and educational visits.</p>	<p>Direct impact of the self-esteem of individuals who are at risk of feeling socially isolated and ill equipped to face their school day. Therefore alleviating these needs enables children to be in a better starting place to access the curriculum.</p>	<p>Ensure PE kits provided remain in school</p>	