

1. Review of expenditure				
Previous Academic Year		2018-19		
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
Teaching is high quality across school resulting in improved outcomes for all disadvantaged pupils. Access to high quality teaching is maximised.	See 2018/19 Strategy	<p><b>KS2</b></p> <p>At the end of KS2 in reading, 50% of pupil premium pupils met the expected standard compared to the non-disadvantaged pupils at 45%. (Progress -4.98 all) (-5.65 disadvantaged)</p> <p>In writing, 61% of pupil premium children met the expected standard compared to 62% of non-pupil premium. (-2.11 all) (-7.39 disadvantaged)</p> <p>In Maths, 56% of pupil premium met the expected standard compared to 60% of non-pupil premium children. (-2.88 all) (-3.93 disadvantaged)</p> <p><b>KS1</b></p> <p>65% of the PP passed the threshold for phonics in Y1 compared to 60% of non-pupil premium children. In Y2 retakes 57% of pupil premium children passed the retake compared to 47% non- pupil premium.</p> <p>At the end of KS1 in reading, 67% of pupil premium pupils met the expected standard compared to the non-disadvantaged pupils at 61%.</p> <p>In writing, 50% of pupil premium children met the expected standard compared to 55% of non-pupil premium.</p> <p>In Maths, 58% of pupil premium met the expected standard compared to 59% of non-pupil premium children.</p>	<p>Approaches on from the 2018-19 strategy have had a positive impact on the data in the academic year particularly in KS1. To continue in KS1 next academic year but to look at ways of developing reading across KS2.</p> <p>Progress measures in KS2 show there is still a gap between disadvantaged and non-disadvantaged pupils although the % gap with ARE has closed over the year. To look at Y6 cohort for 2019/20 and ensure provision in is in place for accelerating progress- see 2019/20 strategy.</p> <p>(see Developing Excellence Plan)</p>	

Early identification of children with significant needs.	See 2018/19 Strategy	<p>Additional SEND support bought in to support Teachers with additional needs.</p> <p>Support staff have been deployed accordingly to meet the needs of these pupils and provided interventions based on individual profiles.</p> <p>CPD for staff has been carried out with 1:1 sessions and training.</p>	<p>To continue to provide training and support for staff to develop skills sets across school for SEND.</p> <p>SENDCo to continue to support staff during release time to ensure assessments/referrals for additional external support are made swiftly.</p>	
Children to be able to speak clearly and constructed sentences without hesitation that impact on reading and writing.	See 2018/19 Strategy	<p>Speech and Language therapist in school one day a week to target key children.</p> <p>Significant progress was made in the vocabulary of key children using assessments by the Therapist.</p> <p>CPD Sessions delivered- All teaching staff trained in strategies to support with S&amp;L concerns.</p>	Continue to employ a speech and language therapist externally to target and work with key children who are showing a lack of language acquisition.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Children with social and emotional barriers to learning are identified and provided with targeted support. Raise levels of children's self-confidence, develop a growth mind set and ensure provision of children's mental health is in place and effective.</p>	<p>See 2018/19 Strategy</p>	<p>Targeted Thrive and nurture sessions were in place for key children. Children are now engaged and showing self-regulation more frequently than before. Bespoke and therapeutic sessions were in place for children with identified needs.</p> <p>3 members of staff are now trained Thrive Practitioners which has enhanced the capacity across school.</p> <p>Meetings were held in school with the CAHMS designated locality worker every half term. As a result of these meetings children were referred directly to CAMHS.</p> <p>Whole school training sessions have taken place for Pivotal curriculum. Positive help scripts being used across school to support children in times of crisis. Hot Chocolate Fridays and Celebration Assemblies have raised aspirations and confidence.</p> <p>Reduction in the amount of behavioural incidents logs.</p>	<p>Continue with training and support for all staff in Thrive to embed and enrich across school.</p> <p>Pivotal training and updates to continue in the new academic year.</p> <p>Continue whole school approach of ensuring mental health is an area of high priority during the next academic year.</p>	
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Attendance officer in place to tackle PP children's attendance, PAs and late arrivals.	See 2018/19 Strategy	<p>Weekly meetings have been established with EWO and as a result the overall attendance is 94.11% compared to 94.17% last year.</p> <p>The 18/19 persistent absence for pupil premium children stood at 17.0%.</p> <p>The attendance of PP children was 93.89% compared to that of Non PP children 94.18%,</p> <p>Attendance Initiative carried out in school to all students under 96%.</p>	<p>We will continue to be proactive in our approaches as we recognise the impact of good attendance on pupil achievement.</p> <p>Earlier intervention by the EWO will be out into place in September 2019 will attendance a high priority.</p> <p>Key families will be targeted earlier and systems out in place to promote good attendance.</p> <p>Attendance action plan in place for 19/20</p>	
All PP children accessing full curriculum	See 2018/19 Strategy	<p>Analysis of wider opportunities pupils have accessed demonstrates the wide range of opportunities children have been given over the academic year.</p> <p>All KS2 children involved in Primary Futures Assembly with positive feedback.</p>	<p>To continue and ensure as many wider opportunities are accessed and provided as possible. To develop aspirations in pupils by engaging with local businesses and educational establishments.</p>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Parental engagement in the educational outcomes of pupils.</p>	<p>See 2018/19 Strategy</p>	<p>KS1 Maths with Parents was a success after being introduced in October. As a collective there was 153 hours of home learning using the programme from October- July. 73% of KS1 parents registered to take part with an overall engagement of 55%.</p> <p>The overall % of parents attending parents evening increased over the academic year.</p> <p>Curriculum landing points were well attended across the school. Parents engaged and children's work was showcased.</p> <p>The attendance of parents at parents evening increased over the year to 78%.</p>	<p>To focus on parental engagement as a key factor. We recognise the importance and this being significant factor in raising attainment of all disadvantaged pupils. Continue with Maths with Parents throughout the 19/20 academic year and accessing Parent Kind Training for engaging parents.</p>	
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