

## Review of Pupil premium expenditure (£19,460) 2018-19

1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maths progress accelerates	Maths progress for PP children is expected or better than expected year on year
<b>B.</b>	Writing measures show diminishing the difference year on year	Writing progress for PP children is expected or better than expected year on year
<b>C.</b>	Reading measures show diminishing the difference year on year	Reading progress for PP children is expected or better than expected year on year
<b>D.</b>	Maths measures show diminishing the difference year on year	Maths progress for PP children is expected or better than expected year on year
<b>E.</b>	PP children are given additional opportunities and experiences that link to the school curriculum	Individual children make accelerated progress
<b>F.</b>	Behaviour for learning improves	Engagement and B4L is outstanding in all lessons. Those identified as having Social emotional and mental health needs are given tailored provision with demonstrable progress (Thrive, School counsellor)

## 2. Review of expenditure

Previous Academic year      2018-19

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	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned	Cost																														
<b>A and D</b>	Consolidating and Embedding new scheme of work in maths to ensure consistent approaches to math mastery teaching. Quality CPD from a Maths Consultant	<p>Attainment results in RWM and SPAG remained high and above national.</p> <p>RWM and SPAG ARE either improved on previous years or are within one child of last year's results.</p> <table border="1"> <thead> <tr> <th>KS2</th> <th>2019 NPP (14)</th> <th>2019 PP (1)</th> <th>2018 NPP (10)</th> <th>2018 PP (2)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>93%</td> <td>0%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>W</td> <td>100%</td> <td>0%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>M</td> <td>93%</td> <td>0%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>SPAG</td> <td>93%</td> <td>0%</td> <td>80%</td> <td>50%</td> </tr> <tr> <td>RWM</td> <td>86%</td> <td>0%</td> <td>100%</td> <td>50%</td> </tr> </tbody> </table> <p>In school monitoring showed initiatives are embedded in the majority of classrooms and the scheme of work for maths is being adhered to. Ofsted acknowledged improvements in maths across the school.</p>	KS2	2019 NPP (14)	2019 PP (1)	2018 NPP (10)	2018 PP (2)	R	93%	0%	100%	100%	W	100%	0%	100%	100%	M	93%	0%	100%	50%	SPAG	93%	0%	80%	50%	RWM	86%	0%	100%	50%	<p>On-going CPD for all staff is key to ensuring new initiatives brought into school are kept appropriate and high profile.</p> <p>Although attainment in maths is strong, maths progress and SPAG ARE will continue to be our driving focus and we will build upon what we have been learning, with the continued involvement of a Maths Consultant, updated CPD from the SSIF maths project linking with the 2<sup>nd</sup> year of our Visible Learning Project.</p> <p>Another audit planned for March 2020 to show a 3 year upward trend.</p>	<p>£350 for audit</p> <p>£800 supply costs</p>
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<p><b>B</b></p> <p><b>Milestone 1 April 2019:</b> RWInc Spelling literacy lead becomes expert and effectively disseminates information regarding the implementation of the programme.</p> <p><b>Milestone 2 May 2019</b> All staff using RWInc Spelling programme</p> <p><b>Milestone 3 July 2019</b> All staff effectively using the programme.</p>	<p>Introduction of RWInc Spelling for Yrs 2-6</p>	<p>Standards in SPAG improved this year please see data table above. 87% of all pupils in the year 6 cohort achieved EXS+ (13/15 children) this is a significant increase from 67% last year.</p> <p>Monitoring shows that RWInc Spelling is being used where appropriate either whole class or as an intervention</p>	<p>Programme is now embedded in school, literacy leader will continue to monitor its effectiveness as we move forward in to the next academic year.</p>	<p>£600 for 6 1/2 day supply</p>
<p><b>F</b></p>	<p>Quality CPD refresher on the Whole School approach to Thrive</p> <p>School Counsellor whole school CPD on child psychology and effective strategies</p>	<p>All staff (not just the thrive practitioner) have an up-to-date understanding of the Thrive approach, from identification, assessment/screening, planning, delivering sessions and review. Thrive is high profile in school.</p> <p>Whole school CPD twilight didn't happen, however a surgeries took place where staff were able to discuss with the counsellor how best to support particular children</p>	<p>Exit and entry data from Boxall Profile will show clear impact from both interventions</p> <p>Staff able to apply knowledge and skills learnt, signs are recognised and dealt with in a timely fashion, children given the support they need, when they need it.</p> <p>CPD session with counsellor will be planned into next year's CPD plan for all staff.</p>	<p>£400 cost of School Counsellor CPD</p> <p>£386 top up for Thrive whole school training</p> <p>£175 for Teacher supply costs</p> <p>£100 additional time for TAs to attend courses</p>
<b>Total spend</b>				£2811

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>F</b>	Accurate baseline and end assessments of SME interventions	<p>More accurate baseline assessments are now taking place, with class teachers involved in undertaking the assessment with our thrive practitioner.</p> <p>Boxall assessments have provided class teachers with specific targets and an overarching plan to work on with the identified children, assessments are carried out at the end of input with the TA to track progress and to update targets where necessary.</p>	<p>Exit and entry data from Boxall Profile show clear impact.</p> <p>SENDCo to continue to monitor the impact of interventions by interpreting data and producing a termly report to governors</p> <p>Thrive will continue in school, practitioner accessed training this year and arranged whole school training for staff.</p>	<p>Boxall Profile £150</p> <p>Annual subscription to Thrive £450</p> <p>Training for Thrive practitioner £365</p> <p>£4340 contribution to salary costs for Thrive practitioner</p>

<p><b>A, B, C, D</b></p>	<p>Use research based proven interventions to target individual pupils for extra support in specific subjects</p> <p>Successful interventions used 2017-18 included : Phonics Club, Maths MAST teacher delivering bespoke interventions, Reading strategies in KS2, PIVATs</p> <p>Interventions planned for 2018-19 include : Phonics Club , Maths MAST teacher delivering bespoke interventions, stretch and fix maths daily, PIVATs, times tables online games, fast maths, fluent in 5</p>	<p>Maths ARE remained above National ARE, with GDS rising from 33% in 17/18 to 40% in 18/19</p> <p>Phonics increased from 83% last year to 95% of all pupils achieving the EXS.</p> <p>Phonics</p> <table border="1" data-bbox="790 325 1290 491"> <tr> <td></td> <td><b>2019 NPP (21)</b></td> <td><b>2019 PP 0</b></td> <td><b>2018 NPP (14)</b></td> <td><b>2018 PP (4)</b></td> </tr> <tr> <td><b>Phonics</b></td> <td><b>95%</b></td> <td><b>N/A</b></td> <td><b>93%</b></td> <td><b>50%</b></td> </tr> </table> <p>Consolidation and implementation of training for PIVATs assessments for SEN. Teachers know how to track small step improvements for children with SEN and can plan appropriate next steps/intervention.</p>		<b>2019 NPP (21)</b>	<b>2019 PP 0</b>	<b>2018 NPP (14)</b>	<b>2018 PP (4)</b>	<b>Phonics</b>	<b>95%</b>	<b>N/A</b>	<b>93%</b>	<b>50%</b>	<p>The bespoke approach to both phonics and maths afterschool clubs has proved successful. Specific pupils are invited to attend the clubs depending on need, this approach will continue next year.</p> <p>Using a Maths consultant to deliver high quality bespoke maths interventions alongside the teachers (providing PD) has also been very beneficial to the children and one we will repeat next year.</p> <p>Changes to the timetable to enable teachers to apply on the day intervention or challenge following the pupils' maths lessons has also been very beneficial and will be repeated next year.</p> <p>PIVATs proved to be a useful tool for teachers to assess children with SEN. This will continue in following years but with no financial cost implications as we have bought the materials. Further training may be needed if there is a high turnover of staff in coming years.</p>	<p>£400 contribution to two TA salaries after school club phonics</p> <p>£4200 contribution to TA salaries for maths mastery teaching approx. 10hrs/week</p> <p>£6000 Consultant fees</p>
	<b>2019 NPP (21)</b>	<b>2019 PP 0</b>	<b>2018 NPP (14)</b>	<b>2018 PP (4)</b>										
<b>Phonics</b>	<b>95%</b>	<b>N/A</b>	<b>93%</b>	<b>50%</b>										

<b>Total spend</b>				£15911
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**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	Cost
E	Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future	All pupils participated in the age-related activities and enjoyed the activities	For parents of PP children to be aware that school will fund some of the costs and that this will be negotiated on a case by case basis.	£750
<b>Total spend</b>				£750
<b>Grand Total</b>				<b>£19,466</b>

