

| 1. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| <p>A.Improved rates of progress for pupil premium children, particularly high ability</p> <p>B.Improve attainment for Years 3 and Year 4 in Reading and Writing</p> | <p>Six experienced teachers providing additional one to one and small group support for two hours a day across KS1 and KS2.</p> <p>Dedicated better reading trained support staff.</p> <p>BDS reading training with Fischer Family Trust.</p> | <p>Mixed: In Year 6, pupil premium children did not outperform all other pupils nationally. However, on the whole, their progress is higher than other pupils nationally. Progress nationally is 0. In writing our score is 1.59, in Maths it is 3.61 and in Reading it is 0.37. In Year 2, pupil premium children outperformed all pupils nationally.</p> <p>Success criteria: met in part.</p> | <p>New training has begun to have an impact on comprehension skills through school. This training will be revisited next year as part of whole school INSET. It will continue to be a focus for TLA reviews and for faculty group work.</p> <p>Better reading does have a positive impact on pupils who are on the programme, where parental engagement is high. However, for those children whose parents do not engage as successfully, the programme has limited impact. Therefore, we will look more at reciprocal reading as an intervention approach for groups of children as opposed to individuals. This will allow us to have a greater impact on more children.</p> | Total cost: |
| <p>A.Improved rates of progress for pupil premium children, particularly high ability</p> | <p>One hour of additional teacher support a day to provide reduced sized maths groups to enable targeted teaching according to need and ability, including some one-to-one teaching where beneficial.</p> | <p>High: Pupil premium children in Year 6 and in Year 2, outperformed all pupils nationally in the end of key stage assessments. There are some key year groups in school where attainment is lower for pupil premium children, however, progress for this group is better than other pupils. 83% of our pupil premium children left Year 6 at ARE compared with 80% for non-pupil premium children nationally.</p> <p>Success criteria: met.</p> | <p>This approach is most successful where year group teams use flexible groupings to ensure the best for all children.</p> <p>Where year group teams have specifically focused on Pupil Premium children and which pre-assessment group they fall in to, there is a greater impact on progress and attainment for this group.</p> <p>Staff are more aware of pupil premium children as a group as is identified during TLA review meetings.</p> | |
| <p>A.Improved rates of progress for pupil premium children, particularly high ability</p> <p>B.Improve attainment for Years 3 and Year 4 in Reading and Writing</p> | <p>Two afternoons of additional teacher support each week to provide reduced size writing groups to enable targeted teaching according to need and ability.</p> | <p>Mixed: In Year 6, pupil premium children did not outperform all other pupils nationally. However, on the whole, their progress is higher than other pupils nationally. In Year 2, pupil premium children outperformed all pupils nationally.</p> <p>Success criteria: met in part.</p> | <p>Next year we will look at how the staff are being used to support writing to ensure that more targeted support is being given to pupils eligible for pupil premium.</p> | |

| <p>A.Improved rates of progress for pupil premium children, particularly high ability</p> <p>B.Improve attainment for Years 3 and Year 4 in Reading and Writing</p> | <p>Curriculum events and external visitors to school to give children the ability to broaden horizons and give opportunities for writing.</p> | <p>High: Writing in Year 6 was moderated by an external moderator who commented on how emotionally literate and how inspiring/engaging our children’s writing was. This is as a direct result of an engaging, experience based curriculum. Success criteria: Met.</p> | <p>We will continue to develop experience based curriculum next year.</p> <p>We will review experiences that have not been as successful in terms of their impact on writing and ensure we find more appropriate alternatives.</p> | |
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| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| <p>B.Improve attainment for Years 3 and Year 4 in Reading and Writing</p> <p>C. Improved attitudes towards school and towards themselves improves attainment and progress.</p> | <p>Nurturing/Home-skills club is established for identified children in Y3 and Y4.</p> | <p>High: Children observed engaging in these sessions have grown in confidence and their self-esteem built. This in turn has an impact on their attitudes to school and to learning.</p> | <p>Continue next year and increase capacity to be able to run more if possible.</p> | |
| <p>B.Improve attainment for Years 3 and Year 4 in Reading and Writing</p> | <p>Specific targeted interventions with identified year groups that change dependent on need of cohorts/groups of children.</p> | <p>Mixed: Different interventions have had varying degrees of success/impact on each of the children.</p> | <p>This has highlighted the need to review all of the intervention strategies we have in school and measure their impact more closely. It has also highlighted specific areas of training need, particularly for our support staff, which we will build in to next year’s schedule. Topics such as phonics, sentence writing and early maths concepts have been raised.</p> | <p>Cost:</p> |
| i. Other approaches | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| <p>C. Improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium attend school, wear uniform and have well-informed parents who engage with school.</p> | <p>Funding of parental involvement worker and activities to raise awareness of the importance of education/good attendance etc.</p> | <p>Mixed: Varying degrees of success with each family and with each child. Success criteria: Met in part.</p> | <p>Next year, keep detailed records of parents who engage to ensure that we are targeting families where children are entitled to pupil premium. Ensure this parental involvement then has a direct impact on the child’s attainment and progress in school.</p> | |

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| | <p>Part funding of Breakfast Club staffing to ensure all children have had breakfast.</p> | <p>Mixed: Varying degrees of success with each family and with each child.</p> <p>Success criteria: Met in part.</p> | <p>Next year, keep detailed records of children who attend to ensure that we are targeting families where children are entitled to pupil premium. Ensure this opportunity then has a direct impact on the child's attainment and progress in school.</p> <p>Look at the structure of breakfast club to see if any learning opportunities could also be built in to this time.</p> | |
| | <p>Attendance improvement strategies incl. Home School Liaison officer</p> | <p>High: Attendance is now in line with national averages for all pupils. Success criteria: Met.</p> | <p>Continue next year.</p> | <p>Cost:</p> |