

Review of expenditure				
Previous Academic Year		2017/18		
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
Improve attainment for all pupils who are eligible for pupil premium, particularly the number of children attaining greater depth.	<p>Six experienced teachers providing additional one to one and small group support for one hour a day across KS1 and KS2.</p> <p>Dedicated Reciprocal Reading and Precision teaching trained support staff.</p>	<p>Mixed: Year 6, pupil premium children outperformed all other pupils nationally. 83% pupil premium children achieved ARE compared to 77% of all other pupils nationally.</p> <p>In Year 2, pupil premium children did not outperform all pupils nationally. 70% compared with 78% of all other pupils nationally achieved age related.</p> <p>In most other year groups, the percentage of disadvantaged pupils working at age related expectations has increased.</p> <p>Success criteria: Met in part</p>	<p>Fischer Family trust training from the previous year has had a real impact on the quality of provision for all children through school.</p> <p>Closer monitoring during TLA weeks has allowed leaders to act quickly to improve rates of attainment and progress for all pupil premium children through school.</p>	£42,052
A. Improve attainment for all pupils who are eligible for pupil premium, particularly the number of children attaining greater depth.	<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>Mixed: Year 6, disadvantaged pupils did not outperform all other pupils nationally. However, in school progress data shows that progress for this group of children will be above the national picture.</p> <p>In Year 3 and 4 disadvantaged pupils outperform all other pupils. In Year 5, although attainment is lower for this group, progress is as good as all other pupils.</p> <p>Success criteria: Met in part.</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>	£42,052
<p>A. Improve attainment for all pupils who are eligible for pupil premium, particularly the number of children attaining greater depth.</p> <p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</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>This will increase to three additional afternoons in Upper Key Stage Two.</p>	<p>Mixed: More disadvantaged Y6 pupils achieved age related expectation than in 2017. They outperform disadvantaged pupils nationally and are only 3% below all other pupils nationally.</p> <p>In all other year groups through school, other than Year 1, disadvantaged pupils make more progress in writing than all other pupils.</p> <p>Success criteria: Met in part.</p>	<p>This approach has had an impact where year groups had an additional teacher. In Year 1 where the strategy had less of an impact there was not an additional teacher but an additional HLTA. Next year we will ensure a qualified teacher is put in to Year 1. We will also increase the additional afternoon sessions to two for next year's Year 2 cohort.</p>	£23,235

<p>A. Improve attainment for all pupils who are eligible for pupil premium, particularly the number of children attaining greater depth.</p> <p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</p>	<p>Curriculum events and external visitors to school to give children the ability to broaden horizons and give opportunities for writing.</p>	<p>Mixed: More disadvantaged Y6 pupils achieved age related expectation than in 2017. They outperform disadvantaged pupils nationally and are only 3% below all other pupils nationally.</p> <p>In all other year groups through school, other than Year 1, disadvantaged pupils make more progress in writing than all other pupils.</p> <p>Success criteria: Met in part.</p>	<p>We will continue to develop our 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>	<p>£8400</p>
<p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</p>	<p>External facilitator to lead a challenge session in writing for 3 days in Year 5.</p>	<p>High: There was a big improvement in the numbers of children achieving age related expectations in Y5 from 44% to 55%. Whilst this does not bring it in line with national it does show the pupils are narrowing the gap. Progress in writing for this group of children was better than that of other pupils in the cohort.</p> <p>Success criteria: Met</p>	<p>Raising expectation and aspiration has worked for our Y5 cohort. Strategies learnt on the sessions with Philip Webb will be used again in Y5 and Y6 next year.</p>	<p>£380</p>
<p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</p>	<p>1 additional afternoon of an experienced reading specialist to lead Reading intervention work in Year 5 from January until July.</p>	<p>High: Year 5 pupil premium children achieving age related expectations exceeded targets set for the year group in Reading. They also moved from 44% to 69% on track.</p> <p>Success criteria: Met</p>	<p>Close liaison between additional teacher and other staff working with this group of children during the rest of the week was absolutely key to the children making better than expected progress.</p> <p>A teacher who can specifically focus on one element of the curriculum with a very targeted focus group had a real impact.</p>	<p>£2,626</p>
<p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</p>	<p>Three sessions of Maths challenge for Year 5 in partnership with local schools and external Maths consultant.</p>	<p>High: There was a big improvement in the numbers of children achieving age related expectations in Y5 from 44% to 65%. Whilst this does not bring it in line with national it does show the pupils are narrowing the gap.</p> <p>Success criteria: Met</p>	<p>Raising expectation and aspiration has worked for our Y5 cohort.</p>	<p>£380</p>

<p>A. Improve attainment for all pupils who are eligible for pupil premium, particularly the number of children attaining greater depth.</p> <p>B. Improve attainment for pupils in Year 5 and maintain improvements made for the children in Year 4 in reading and writing to ensure continued success in upper key stage two.</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>Continue to monitor impact of interventions through the Teaching, Learning and Assessment review weeks.</p> <p>Teachers have very clear interventions that they use each year. As part of the appraisal process next year we will encourage staff to look outside of school and conduct research to find interventions that have an even greater impact on all of our children.</p>	<p style="text-align: right;">£28,340</p>
<p>ii. Targeted support</p>				
<p><u>Desired outcome</u></p>	<p><u>Chosen action/approach</u></p>	<p><u>Estimated impact:</u> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><u>Lessons learned</u> (and whether you will continue with this approach)</p>	<p><u>Cost</u></p>
<p>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>Bespoke uniform voucher scheme which entitles all pupils eligible to Pupil Premium to £26 worth of uniform.</p>	<p>Mixed: Varying degrees of success with each family and with each child.</p> <p style="text-align: center;">Success criteria: Met in part.</p>	<p>Next year, consider a way to measure this more accurately. Pupil interviews and parental interviews may help to highlight whether or not the scheme has had the desired impact.</p>	<p style="text-align: right;">£2,490</p>
	<p>Funding of parental involvement worker and activities to raise awareness of the importance of education and active involvement in children's learning.</p>	<p>Mixed: Varying degrees of success with each family and with each child.</p> <p style="text-align: center;">Success criteria: Met in part.</p>	<p>Next year, continue to 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>	<p style="text-align: right;">£10,500</p>
	<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 style="text-align: center;">Success criteria: Met in part.</p>	<p>Next year, continue to 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 style="text-align: right;">£3,000</p>

Supporting Data:

2018 Age Related Expectation Data			2017 Data		
Year Group		Pupil Premium	Gap to national others	Pupil Premium	% difference from 2017 to 2018
1	R	70%	-8%		
	W	45%	-25%		
	M	55%	-5%		
2	R	54%	-24	58%	-4
	W	46%	-24	54%	-8
	M	46%	-14	39%	+7
3	R	85%	+8	86%	-1
	W	85%	+4	86%	-1
	M	92%	+12	86%	+6
4	R	71%	-6	77%	-6
	W	71%	-10	69%	+2
	M	82%	-2	77%	+5
5	R	60%	-17	44%	+16
	W	55%	-26	44%	+11
	M	65%	-15	50%	+15
6	R	86%	+9	87%	-1
	W	77%	-4	83%	-6
	M	77%	-3	78%	-1

2018 Above Age Related Expectation Data		2017 Data		
Year Group		Pupil Premium	Pupil Premium	% difference from 2017 to 2018
1	R	15%		
	W	23%		
	M	23%		
2	R	27%	15%	+12
	W	14%	8%	+6
	M	14%	8%	+6
3	R	46%	14%	+28
	W	23%	0%	+23
	M	31%	14%	+17
4	R	47%	15%	+32
	W	29%	15%	+14
	M	23%	8%	+15
5	R	20%	17%	+3
	W	15%	11%	+4
	M	20%	17%	+3
6	R	18%	22%	-4
	W	32%	22%	-10
	M	23%	35%	-12

2017-18 Pupil Premium expenditure

