

## Ringway Primary School:2018-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019					
Total number of pupils	180	Number of pupils eligible for pupil premium funding	41 (23% of total on roll)	FSM & Ever 6= 36	Service children= 1
Number of pupil premium children in each year group: Reception= 4 Yr1= 5 Yr2= 4 Yr3= 8 Yr4=6 Yr5= 8 Yr6= 6					
Total pupil premium budget:	£54 420	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces children =£300 Pupil Premium Plus children = £2,300			
Date of external pupil premium review:		Dates of internal half termly reviews: Mon 12.11.18 Thurs 24.1.19 Thurs 4.4.19 Thurs 23.5.19 Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below			
2. Key indicators summer 2018: Early Years and Phonics			PPF = Pupil premium funding		
NA = National Average		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national average s for
77% of Reception class achieving a Good Level of Development (GLD) 30 in cohort 4 PP 26 non-PP NA = 71.4%		77% 20/26	75% 3/4	-2%	73% +2%
86% achieving expected standard in the 2018 Year 1 Phonics Check 28 in cohort 4 PP 24 non-PP NA = 82.5%		20/24 83%	100%	+17%	84% +16%
<u>End of Key Stage 1 (Year 2) attainment data</u> 29 in cohort 7 PP 22 non-PP					
90% reaching expected standard in reading NA = 75.4%		21/22 95%	5/7 71%	-24%	79% -8%
31% reaching a high score/working at greater depth in reading NA 25.6%		8/22 36%	0/7 0%	-36%	28% -28%

76% reaching expected standard in writing NA = 69.9% 17% reaching a high score/working at greater depth in writing NA = 15.9%	18/22 82%	4/7 57% 0/7 0%	-25% -23%	72% 18%	-15% -18%
72% reaching expected standard in maths NA = 76.1% 21% reaching a high score/working at greater depth in maths NA = 21.8%	19/22 86%	2/7 29% 0/7 0%	-57% -27%	79% 23%	-50% -23%
<b>End of Key Stage 2 (Year 6) attainment, progress Key Stage 1 to Key Stage 2 and attendance data</b> 18 in cohort 6 PP 12 non-PP					
67% reaching expected standard in reading, writing & maths NA = 64% 11% reaching a high score/working at greater depth in reading, writing & maths 10%	8/12 67% 2/12 17%	4/6 67% 0/6 0%	0% -17%	67% 11%	No gap -11 %
83% reaching expected standard in reading NA = 75% 39% reaching a high score/working at greater depth in reading NA = 27.8%  Progress Scores	9/12 75% 6/12 50%	6/6 100% 1/6 17%	+25% -33%	77% 29% +0.3	+23% -12%
78% reaching expected standard in writing NA = 78% 17% reaching a high score/working at greater depth in writing NA = 19.7%  Progress scores	8/12 67% 3/12 25%	6/6 100% 0/6 0%	+33% -25%	81% 21% +0.2	+19% -21%

<b>78% reaching expected standard in maths NA = 76%</b> <b>28% reaching a high score/working at greater depth in maths NA = 23.3%</b> <b>Progress scores</b>	10/12 83%	4/6 67%	-16%	80%	-13%
	4/12 33%	1/6 17%	-16%	27% +0.3	-10%
<b>Attendance % Reception to Year 6 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.</b>	95.62%	95.07%	-0.55%	96.3%	-1.23%
<b>Persistently absent % Reception to Year 6 (Pupils with an attendance rate of 90% or below)</b>	9.03%	6.9%	-2.13%	6.2%	+0.7% less than 1% below NA

3. Current attainment and progress: October 2018 Spring March 2019 PPF = Pupil premium funding					
	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils	Attainment gap when compared to national
<b>Reception class achieving a Good Level of Development (GLD)</b> 28 in cohort 4 PP 24 non-PP	75%	25%	-50%	73%	-48%
<b>% on track to pass the 2019 Year 1 Phonics Check</b> 30 in cohort 5 PP 25 non-PP	83% <b>668</b>	60%	-23%	84%	-24%

<b>Year 2</b> 27 in cohort 4 PP 23 non-PP <b>% achieving expected standard or above in reading.</b> <b>% achieving a high score/working at greater depth in reading.</b>  <b>% achieving expected standard or above in writing.</b> <b>% achieving a high score/working at greater depth in writing.</b>  <b>% achieving expected standard or above in maths.</b> <b>% achieving a high score/working at greater depth in maths.</b>	41% 7%	78% 22%	50% 25%	100% 50%	+9% +18%	+22% +28%	79% 28%	-29% -3%	+21% +22%
	44% 0%	70% 15%	50% 0%	100% 25%	+6% 0%	+30% +10%	72% 18%	-22% -18%	+28% +7%
	33% 7%	78% 15%	50% 0%	75% 0%	+17% -7%	-3% -15%	79% 23%	-29% -23%	-4% -23%

<b>Year 6</b> 21 in cohort 6 PP 15 non-PP <b>% achieving expected standard or above in reading, writing &amp; maths</b> <b>% achieving a high score/working at greater depth in reading, writing &amp; maths</b>  <b>% achieving expected standard or above in reading.</b> <b>% achieving a high score/working at greater depth in reading.</b>  <b>% achieving expected standard or above in writing</b> <b>% achieving a high score/working at greater depth in writing</b>	33% 0%	48% 5%	17% 0%	33% 0%	-16% 0%	-15% -5%	67% 11%	-50% -11%	-34% -11%
	62% 14%	67% 14%	50% 0%	50% 0%	-12% -14%	-17% -14%	77% 29%	-27% -29%	-27% -29%
	43% 5%	52% 5%	50% 0%	50% 0%	+7% -5%	-2% -5%	81% 27%	-31% -27%	-31% -27%
<b>% achieving expected standard or above in maths</b> <b>% achieving a high score/working at greater depth in maths</b>	38% 5%	57% 5%	17% 0%	50% 0%	-21% -5%	-7% -5%	80% 27%	-63% -27%	-30% -27%
<b>Years 1 to 6</b> <b>% making expected progress in reading (as measured by the school)</b> <b>% making expected progress in writing (as measured by the school)</b> <b>% making expected progress in maths (as measured by the school)</b>	89% 97% 91%	93% 94% 97%	81% 84% 89%	90% 95% 90%	-8% -13% -2%	-3% +1% -7%	No national data	No national data	No national data

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	There can be a lack of home educational support and aspirations.
B.	13 % of PP pupils are also on the SEND register.
D.	Poor basic skills, including communication and language skills - an increasing number of children requiring additional speech and language support.
E	Low self-esteem and low aspirations of some Pupil Premium children.
F	Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers

5. Intended outcomes and success criteria for summer 2019	
A.	<b>Early Years:</b> 71% of the cohort to achieve a GLD (Good Level of Development) and 25 % of pupil premium children to achieve GLD.
B.	<b>Year 1 phonics screening:</b> 83% of cohort to pass the phonics test and 60 % of pupil premium children.
C.	<b>End of KS1(Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading 100%, Writing 75%, Maths 75%. The gap between our disadvantaged pupils and others nationally to close significantly.
D.	<b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading 83%, Writing 83%, Maths 67%. The gap between our disadvantaged pupils and others nationally to close significantly.

E.	To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.											
	<u>End of KS1 (Year 2): % of PP children achieving at greater depth</u>						<u>End of KS2 (Year 6): % of PP children achieving at greater depth</u>					
	Reading	50%	Writing	50%	Maths	50%	Reading	17%	Writing	17%	Maths	50%
6. Planned expenditure 2018-2019												
i. Strengthen the quality of teaching and learning												Total budgeted cost = £ 22055.96

<p><b>Ensure high quality early intervention from all staff.</b></p>	<p>* Additional teaching assistants to support targeted interventions in both Key Stages, targeting Year 2, 3 and 4.</p> <p>* TAs recording intervention progress to identify next steps and set targets.</p> <p>* Half termly pupil progress meetings.</p> <p>* Progress of disadvantaged pupils analysed half termly to determine and identify further strategies/interventions needed.</p> <p>*All staff aware of PP children within their class and track their progress half termly and update their individual targets.</p> <p>*Staff meeting looking at school data – identifying PP gaps.</p> <p>*Class attainment of PP children tracked termly.</p> <p>*Targeted interventions for PP pupils who experience difficulties in English and Maths.</p> <p>*Named Governor and the rest of the Governing body have a detailed knowledge of PP actions.</p> <p>*Interventions to support with basic skills including:</p> <ul style="list-style-type: none"> <li>• Read, Write, Inc/ Phonics</li> <li>• Power of 2</li> <li>• Learning Targets</li> <li>• Toe –by-Toe</li> <li>• Talk Boost</li> <li>• Third Space Learning Maths - Year Six Autumn Term / Year Three Spring Term</li> <li>• Breaking Barriers – Numicon</li> <li>• Maths Key Skills</li> </ul> <p><u>Spring Term</u> A detailed targeted intervention timetable for all teaching assistants/ Individual class intervention timetables. Year 3 targeted group to start Third Space Learning and Breaking Barriers Numicon. Update target sheets half termly to inform planning for individuals.</p> <p><u>Summer Term</u> – Interventions to be in place to also support more able with potential for GD. Year 4 to start Third Space Learning intervention. Intervention data to be inputted into Sims to track progress and attainment. Analyse intervention progress and attainment, identify next step targets and any new children needed to be added. Arrange meeting with data team to set up Sims intervention data.</p>	<p>Analysis of 2017-2018 school data has found that PP children make less attainment progress in all subjects compared to NPP children in KS1 at Year 2. By the end of KS2, the attainment of PP and NPP children are in line with each other in writing and reading but attainment of PP in maths is still below NPP</p> <p>Very few PP children achieve Greater Depth across the school.</p> <p>Attainment gap between PP and NPP has widened in current Year 2 3 and 4 classes from previous years.</p> <p>Spring data still showing very few pp achieving GD, particularly at KS2.</p>	<p>*Staff/Key Stage meetings</p> <p>*CPD for TAs</p> <p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data tracking and analysis</p> <p>*In-house and partnership moderation</p> <p>*Marking scheme modified to be more beneficial for sharing and planning next steps</p> <p>*Termly assessments.</p>	<p>HS/LR</p> <p>AW – PP Governor</p>	<p>Half termly progress checks of PP children.</p> <p>Interventions reviewed half termly.</p> <p>Class teachers have updated assessment sheets half termly – these are used for weekly/ termly planning and to identify interventions needed for individuals and groups.</p> <p>Staff are gaining confidence with the strategic use of data evident through children's targets and predictions.</p> <p>Interventions have been inputted into sims.</p> <p>Spring data GD</p> <p>EYFS exceeding 25% in W R and M number ELG.</p> <p>KS1 R – 50% W – 25% M – 0%</p> <p>KS2 – 0% in all subjects/ PP progress scores R-0.9 W -1.22 M -4.2</p>
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Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
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ii. Targeted support for pupil premium children.				Total budgeted cost = £ 27014.04	
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<b><u>READING AND PHONICS</u></b>  <b>Increase the percentage of Pupil Premium children achieving GLD, secure or above across Key Stage 1 and at Greater Depth in Key Stage 2</b>	<p>*RWI refresher training for one teacher and two teaching assistants for (EYFS) and two school TAs - MD JT Dec 18 – Fed back training day Jan 19 * Power of Reading subscription for whole school (starting at Reception)* Embed RWI from Reception and purchase new materials.*Comprehension activities timetabled weekly from Y1 – Y6* Targeted phonics group interventions Y3/Y4* Every child from Reception- Year 2 to read twice a week with an adult – those at risk of falling behind receive extra daily support, this is continued into KS2* Early reading interventions from reception will prepare children for KS1 and help develop communication.*Identify individuals for Toe by Toe and Stile in Y3/4/5 *Identify individuals for Accelerated/Accelerate *English Lead given additional non-contact time to oversee and monitor reading across the school. <u>Spring 19</u> - Continue interventions above, using data to target individual children for each. Daily phonics sessions in EYFS/ <u>Phonics workshop for parents in reception to be organised</u>/TA lesson support in Year 1 for those children who did not achieve GLD to enable them to catch up. Targeted intervention timetable changed to start Jan 2019. Introduce daily phonics booster sessions (lunchtimes/after school) for PP in Year 2 and 6 to support those borderline children for expected standard and to challenge for GD/ purchase new books for key stage 2 libraries to engage more readers.</p> <p>Summer targets Interventions to be in place to support more able with potential for GD.</p>	<p>*Data shows a need to narrow the gap between PP children and NPP children in KS1</p> <p>*Data shows the number of PP children achieving Greater Depth in reading is currently in line with national average</p> <p>Attainment gap between PP and NPP has widened in current Year 2 3 and 4 classes from previous years.</p>	<p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data analysis - Greater number of children meeting ARE in reading</p> <p>*Regular reading assessments to check attainment and progress</p> <p>*Improved progress from starting points</p> <p>*Increased confidence and self-esteem.</p> <p>*Purchase resources/ training where needed</p>	<p>HS LR</p> <p>KSp</p>	<p>RWI observations and termly assessments show most children making expected progress – those who are not, have been identified for a 1:1 phonics intervention.</p> <p><u>Spring/ Summer</u></p> <p>60% of PP on track to pass phonics test.</p> <p>25% of PP EYFS children predicted for GLD</p> <p>25% EYFS predicted to meet reading ELG</p> <p>KS1 year 2 100% of pp on track to be secure by end of year 25% at GD this has narrowed the gap by 67% compared to their end of Year 1 data.</p> <p>KS2 50% of pp on track to be secure by end of year 0% at GD this is the same as their end of year 5 data.</p> <p>Y3 – still a -37% gap compared to their end of y2 data, this is 3 children who have all been targeted for reading interventions – daily 1:1 reading, Stile, accelerated.</p> <p>Y4 -16% compared to KS1 data, this is one child who is targeted for 1:1 interventions.</p> <p>Y5 +8% increase from KS1 data.</p>



<p><b><u>WRITING</u></b></p> <p><b>Increase the percentage of Pupil Premium children achieving secure or above across Key Stage 1 and at Greater Depth in Key Stage 2</b></p>	<p>*RWI refresher training for one teacher and two teaching assistants for (EYFS) and two school TAs - MD JT Dec 18 – Fed back training day Jan 19 * Power of Reading subscription for whole school (starting at Reception)* Embed RWI from Reception and purchase new materials *Literature works training for all teaching staff and TAs * Teaching reading and writing through class novels – ongoing.* Continue to resource and purchase new novels/ high quality texts for all classes.*Early writing interventions (writing stations) from reception to prepare children for KS1 – more opportunities for writing to be evident in continuous provision.* Identify individuals for Toe by Toe and Stile Years 2/3/4 * Identify individuals for Accelerated/ Acceleratewrite in Year 3 and 4 – daily sessions.*Opportunities to write for different audiences – in lessons and after school clubs. English lead given additional non-contact time to oversee and monitor writing across the school.</p> <p><u>Spring Plan</u> Writing theme weeks planned to help engage more boys into writing, monitor extended writing opportunities in all classes.</p> <p><u>Summer</u> - Continue interventions above, using data to target individual children for each. Targeted intervention timetable reviewed May 2019 to include guided writing interventions to support MA for GD.</p>	<p>*Data shows a need to narrow the gap between PP children and NPP children in KS1</p> <p>*Data shows no PP are achieving Greater Depth in Key Stage 2</p> <p>Attainment gap between PP and NPP has widened in current Year 2 3 and 4 classes from previous years.</p>	<p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data analysis - Greater number of children meeting ARE in writing</p> <p>*Regular writing opportunities to check attainment and progress</p> <p>*Improved progress from starting points</p> <p>*Purchase resources/ training where needed</p> <p>*In-house and partnership moderation</p> <p>*Marking scheme modified to be more beneficial for sharing next steps</p>	<p>HS LR</p> <p>KSp</p>	<p>In house and partnership moderation shows assessment is consistent across the school and that teachers are confident in and have a good understanding of school assessment procedures.</p> <p>Reading into writing framework (Novels) established throughout the school.</p> <p>Book scrutiny and progress checks show that standards of writing are improving in all year groups and all children are given opportunities to write a range of writing genres through their class novels.</p> <p><u>Spring/ Summer</u></p> <p>25% of PP EYFS children predicted for GLD</p> <p>25 % EYFS predicted to meet writing ELG 25% at exceeding.</p> <p>KS1 100% of pp on track to be secure by end of year (25% at GD) this has narrowed the gap by 67% compared to their end of Year 1 data.</p> <p>KS2 50% of pp on track to be secure by end of year (0% at GD). This remains the same as their end of KS1 data.</p> <p>Y3 -25% gap compared to ks1 data, this is 2 children, one is new to school – both currently involved in 1:1 interventions.</p> <p>Y4 -17% gap from KS1, this is 1 child who is on track to be at secure by summer data.</p> <p>Y5 -12% gap from ks1 data, 1 child who receives 1:1 intervention support and additional support in lessons.</p>
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<p><b><u>MATHS</u></b></p> <p><b>Increase the percentage of Pupil Premium children achieving secure or above across the whole school.</b></p>	<p>* <b>Mathletics</b></p> <p>* <b>Third Space Learning Interventions – Year 6 / Year 3/ Year 4/ Breaking barriers 2/3/4, Master the curriculum y1-6/ After school clubs/ Staff training – North East Maths Hub - Chelsea David/ Daily class interventions timetabled – mental maths/ fluent in 5/ Weekly times table test</b></p> <p>* <b>Maths key skills individual or group interventions in each class</b></p> <p>* <b>All classes follow White Rose Maths scheme and differentiated resources for less able as well as more able</b></p> <p>* <b>Booster Teacher (Deputy Head) working with PP children in KS2 who are either working below or more able to ensure good progress</b></p> <p>Spring - Daily arithmetic practice in KS2. Daily SATS booster (lunchtimes/after school) for PP in Year 2 and 6 to support those borderline children for expected standard and to challenge for GD.</p> <p>Summer - Continue interventions above, using data to target individual children for each. Targeted intervention timetable reviewed May 2019 to include interventions to support MA for GD.</p> <p>Y2 and Y6 Teachers to attend Maths Hub conference, including greater depth workshop.</p>	<p>*Data shows a need to narrow the gap between PP children and NPP children in school</p> <p>*The need to increase maths attainment across the whole school</p> <p>2/3/4</p>	<p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data analysis - Greater number of children meeting ARE in Maths</p> <p>*In-house and partnership moderation</p> <p>*Marking scheme modified to be more beneficial for sharing and planning next steps</p> <p>*Weekly mental maths test to challenge and increase pace</p> <p>*End of unit assessments</p> <p>*Termly assessments</p> <p>*Children more confident and self – esteem raised. Children to become more independent as a result.</p>	<p>HS LR</p>	<p><a href="#">Spring/ Summer</a></p> <p>25% of PP EYFS children predicted for GLD</p> <p>75% EYFS predicted to meet Maths Number ELG</p> <p>KS1 100% of pp on track to be secure by end of year (25% at GD) 42% increase from Year 1 data</p> <p>KS2 50% of pp on track to be secure by end of year (0% at GD) -17% from KS1 data, this is one child who is recently new to the school.</p> <p>Y3 -13% gap from ks1 data, this is one child who currently takes part in maths interventions – Third Space and Breaking Barriers.</p> <p>Y4 no gap from ks1 data.</p> <p>Y5 +8% increase compared to KS1 data.</p>
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<p><b><u>HIGH</u> <u>ATTAINING</u> <u>PUPILS</u></b></p> <p><b>Increase the percentage of Pupil Premium children achieving Greater Depth across the whole school.</b></p>	<p>*More challenging expectations and planning</p> <p>*Purchase challenging resources</p> <p>*Interventions in place not only for less-able but more-able too reading comp/ maths comp</p> <p>*Clear target setting for next steps</p> <p><u>Spring</u> Introduce daily interventions timetable also targeting more able children. Booster sessions (lunchtimes/after school) for PP in Year 2 and 6 to support those borderline children for GD.</p> <p><u>Summer</u> - Continue to challenge all MA children within lessons through quality teaching and differentiation including use of differentiated resources. Targeted intervention timetable reviewed May 2019 to include interventions to support MA for GD.</p>	<p>Very few PP children are achieving GD across the school.</p>	<p>*Lesson and intervention observations</p> <p>*Book scrutiny</p> <p>*Data analysis - Greater number of children achieving GD</p> <p>*In-house and partnership moderation</p> <p>*Marking scheme modified to be more beneficial for sharing and planning next steps</p> <p>*End of unit assessments/Termly assessments</p>	<p>HS LR</p>	<p>Very few PP children are achieving GD across the school at Spring 2019.</p> <p><u>Summer 2019 Predictions</u></p> <p>KS1 2019 GD Predictions: <a href="#">Spring data</a></p> <p>R – 25% <a href="#">50%</a> W – 50% <a href="#">25%</a> M – 25% <a href="#">0%</a></p> <p>KS2 2019 GD Predictions:</p> <p>R – 0% <a href="#">0%</a> W – 0% <a href="#">0%</a> M – 0% <a href="#">0%</a></p> <p><b>Y1 – R <a href="#">20%</a> W <a href="#">20%</a> M <a href="#">20%</a></b></p> <p><b>Y3 – R <a href="#">0%</a> W <a href="#">0%</a> M <a href="#">0%</a></b></p> <p><b>Y4 – R <a href="#">0%</a> W <a href="#">0%</a> M <a href="#">0%</a></b></p> <p><b>Y5 – R <a href="#">17%</a> W <a href="#">0%</a> M <a href="#">0%</a></b></p>
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iii. Other approaches to raise the attainment and progress of pupil premium children.					Total budgeted cost = £5350
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<b>ATTENDANCE</b>	<p>*Letters will be written to the parents of targeted pupils whose attendance falls below 96% outlining a staged approach.</p> <p><b>Stage 1:</b> Target setting at 96% for all pupils.</p> <p><b>Stage 2:</b> Head teacher / Parent meeting</p> <p><b>Stage 3:</b> EWO referral</p> <p>This will be followed by a letter at the end of each half term with an update on individual progress towards this target.</p> <p>*Working with pupils and families to improve engagement and attempt to overcome barriers.</p> <p>Continue above process and liaise with EWO on a regular basis to track individuals and implement actions.</p>	<p>Whole school attendance is 95.53% currently below the national average of 96%</p> <p>Attendance of PP children (95.07%) slightly below that of NPP children (95.62%)</p>	<p>*Attendance gap for PP pupils narrows</p> <p>*Less PP pupils are persistent absentees.</p>	<p>HS</p> <p>Office staff</p> <p>EWO</p>	<p>Rates of absence and persistent absence still too high in comparison to national.</p> <p><u>Spring</u></p> <p>Attendance of PP children (93.93%) slightly below that of NPP children (95.53%) <b>94.43%</b></p> <p>Persistent PP absentees 23.08% NPP 11.35% <b>17.95%</b></p>
<b>ENGAGEMENT AND RAISING ASPIRATIONS</b>	<p>*Engage pupils in practical and interesting ways to apply skills and encourage group or individual work which heavily impacts on self-esteem and self-confidence. Thinking skills – chatter boxes. *Continue to plan for and embed Enterprise activities into the curriculum. Make £5 grow / bags / robot week</p> <p>*School visits/ residential - enriched activities occasionally funded/ subsidised for PP throughout the school year to ensure access for all – prefect house, captains/ buddies.</p> <p>* Students are given key responsibilities around school</p> <p>*Council buddies, prefects, house-captains, vice-captains are all in place.</p> <p>*After school clubs to support homework, subjects, social skills and life skills.</p> <p>* Offer sports clubs and festivals</p> <p>*Pupils given time to talk in a safe place – Chatterboxes. *To offer 1:1 support to pp pupils who have experienced difficulties. Thinking skills for social skills. * Summer- PP children selected to take part in PE competitions. Athletics incentives and rewards. Reading club.</p>	<p>*To give a purpose for learning and real experiences.</p> <p>Identified barriers to future attainment include:</p> <p>*A lack of home educational support and aspirations</p> <p>* Low self-esteem and low aspirations of some Pupil Premium children</p> <p>*Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers</p>	<p>*All pp who wish to attend a trip/ residential will attend</p> <p>*Raised aspirations, motivations and engagements</p> <p>*Improved behaviour for learning</p> <p>*Pupils will be more resilient and have strategies to manage their emotions.</p>	<p>HS LR</p>	<p>Ofsted 2017 – Behaviour of pupils is good. Pupils are typically attentive and engaged in their learning. They enjoy their work and low level disruption is rare.</p>

<b>ENGAGING PARENTS</b>	<p>*Regular workshops/sessions for parents to come into school and work alongside their children on various subjects/ projects – assemblies R/ Y1 parent junk modelling.</p> <p>*Home/school parent challenges</p> <p>* Parent assemblies half-termly</p> <p>* Punctuality and absence information published on Facebook and school website/ information sent home.</p> <p>*Parent Evenings each term.</p> <p>* Key assessment information meetings.</p> <p>*E-Safety workshops</p> <p>*Social meetings half-termly (coffee mornings and fayres)</p> <p>Start to register attendance at parent events to work out percentage of attendance. Parental engagement planned for summer includes: parent assemblies, parents' evenings.</p>	<p>Identified barriers to future attainment include:</p> <p>*A lack of home educational support and aspirations</p> <p>*Wellbeing – PP pupils sometimes don't have the same opportunities or levels of care as non-PP peers</p> <p>*Some PP children persistently late</p>	<p>*More parental engagement in school – measure attendance of this.</p> <p>* More PP families see the importance of supporting school and supporting children with educational tasks at home</p>	<p>HS LR KS KSp</p>	<p>Parents Evenings are well attended and targets are sent home to parents who did not attend these.</p> <p>Y2 and Y6 SATs workshops in February 2019 well attended</p> <p>Parent assemblies termly</p> <p>EYFS - Halloween crafts afternoon with parents</p> <p>Y1 Junk modelling activity with parents.</p>
<b>CONTINUE TO IMPROVE THE PROGRESS OF PUPILS ELIGIBLE FOR PP WHO ALSO HAVE SEND</b>	<p>SENDSCO given additional non-contact time to improve provision for SEND pupils by allowing full implementation of actions outlined in SEND review (target setting, data analysis, tracking of progress).</p> <p>SENDSCO to continue to have her additional non-contact time.</p>	<p>*Actions from review all embedded and new code of practice followed fully.</p> <p>*Differences between SEND pupils and their peers diminish.</p> <p>*PP children given the additional support they require</p>	<p>Pupils with SEND who are also eligible for PP funding make expected or more progress by the end of the year</p>	<p>HS KS</p>	<p>SEND pupil reviews in Spring 2019 showed pupils were making expected progress and next steps were identified/ interventions implemented to support these next steps. External agencies contacted for support where needed. SEND register up to date.</p>

## 7. Review of expenditure for previous academic year 2017-2018

### i. Improve the quality of teaching, learning and assessment.

Total budgeted cost = 23928

Intended outcomes	Actions	Estimated impact:	Lessons learned
<p><b>Ensure high quality early intervention from all staff.</b></p>	<ul style="list-style-type: none"> <li>*Teaching assistant post to increase class support</li> <li>*Sports coach encourage in physical activity</li> <li>*Subsidising school trips</li> <li>* Proportion of cost of specialist visitors to school to broaden pupil experiences such as Pantomime Company – dance teacher, music specialist.</li> <li>*Continuation of small targeted children</li> <li>* Small class in Year 6</li> <li>* Employment of two additional teachers to support individual/groups.</li> </ul>	<ul style="list-style-type: none"> <li>*Impacted whole school not just PP children</li> <li>*All class has a full time Teaching Assistant</li> <li>*More sports teams took part in festivals, engaging all abilities of children</li> <li>*Residential subsidised for some PP children– allowing experiences children wouldn't normally have</li> <li>*2 extra support teachers in KS2– KS2 data significantly improved across school for all children</li> </ul>	<ul style="list-style-type: none"> <li>*Continue with approaches</li> <li>*Allow for extra support in KS1</li> </ul>

### ii. Targeted support for pupil premium children.

Total budgeted cost = £10800

<p><b>An increase in progress and attainment in reading, writing and maths</b></p>	<p>*Writing carefully monitored and tracked</p> <p>*All pupils able to have access to wider experiences in school which are used as a springboard to inspire motivate and raise academic standards throughout the whole school.</p> <p>* To provide a chronological phonetic programme to raise standards in decoding, reading and writing across all children.</p> <p>* To purchase resources to support pupils – different learning styles and needs.</p>	<p>Termly assessment data from SIMS analysed and tracked across school</p> <p>75% PP achieved GLD</p> <p>100% PP achieved phonics</p> <p>KS1: R -71%, W- 57%, M 29% (0% PP children achieving GD in any subject)</p> <p>KS2: R – 100% 17%, W - 100% 0%, M- 67% 17%, GPS – 100% 33%, RWM– 67% 0% (PP GD)</p>	<p>*Continue with approaches</p> <p>* More focus on KS1 progress and attainment of PP</p> <p>* Implement more targeted interventions in school for more able children</p>
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iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £9400 Overall £44128

Intended outcomes	Actions	Estimated impact:	Lessons learned
<b>Increase Pupil self-confidence and self-esteem</b>	<p>*Continue to improve co-operation and social skills for the most vulnerable</p> <p>*To focus on pupil self-confidence and self-esteem through group interventions</p>	<p>*Impacted whole school not just PP</p> <p>*Enterprise activities embedded into the curriculum engaged children in real life purpose situations</p> <p>*School visits/ residentials, occasionally funded/ subsidised for PP ensured access for all</p> <p>* Students now have key responsibilities around school (School council, buddies, prefects, house-captains, vice-captains) which have raised confidence and communication skills.</p> <p>*After school clubs supported homework and specific subject areas.</p>	<p>*Continue with approaches</p> <p>*Give pupils given time to talk in a safe place - Chatterboxes</p>

## 8. Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.

- Our low number of disadvantaged pupils makes comparisons from year to year and with national data unreliable.