

1. Review of expenditure

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 (and whether you will continue with this approach)	Cost
<p>Improved progress in reading and writing from on entry to end of Key stage Two particularly for HA pupils</p>	<p>KS2 teachers to be made fully aware of prior attainment groups as early as possible in academic year in order to track and target specific groups of children that need extra support in order to make at least expected progress.</p> <p>New online assessment tool Classroom Monitor to be implemented to analyse key data in a faster, more accurate and effective manner</p> <p>Further teaching of key skills through one to one and small group targeted support.</p> <p>Improving subject knowledge for higher level reading and writing.</p>	<p>Monitoring and support from phase leaders and subject leaders has ensured that attainment in reading has been above national at both KS1 and KS2.</p> <p>EYFS outcomes show children achieved above the national from very low starting points.</p> <p>Disadvantaged children made the most progress out of all groups across the school.</p> <p>At the end the progress KS2 Prior attainment groups in reading for HA is now above average.</p> <p>Writing still needs further developing for HA.</p>	<p>Teachers are now aware of these prior attainment groups across all year groups and plan more effectively with the aim to ensure all groups achieve their expected progress and outcomes.</p> <p>The writing aspect needs further developing and is a key whole school objective in the SDP.</p>	

£80,000

ii. Targeted support

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
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Improved life experiences and confidence as learners	Employ a Speech and Language Therapist to develop earliest intervention practice, working with staff to ensure consistency in the teaching and learning of communication skills	The speech and language therapist has been working with individual and groups of children over the academic year. The impact has been that children have improved in confidence and therefore their learning as this translates across the curriculum.	Costings are being sought to increase the provision as Speech and Language issues are becoming a larger barrier to learning year on year.	
	Replace School Counsellor with 3 day a week PLACE 2 BE service	Incredible positive, more children are being signposted for support.	PLACE2Be a registered charity and counselling service for schools is now working within the school. The service will continue to be developed over time.	
	Provide additional resources for reading/toy lending library for toddler group	Outdoor learning collaborative learning experiences has shown to have a positive impact on learning. PP funding has enabled children to attend residential who may not normally attend and therefore gain valuable experiences.		
	Support for educational visits/outdoor education residentials to extend cultural experiences and build confidence.			
	Use the Brilliant Club to raise aspirations of disadvantaged G&T pupils to attend highly selective universities.	Part of the Brilliant Club criteria is that at least a third of the children must be entitled to PP. This programme has raised aspirations for all children has the experiences are shared.		
		The Head Start programme and Skills Builder(Enabling Enterprise) schemes are embedded across the school		
Improve outcomes for MPA in particular those new to English.	Develop further the use of foreign language assistant role alongside the EAL lead to target specific groups.	More interventions, initial assessments and support are now in place to support our new mid phase admissions.	Further development of team may be needed as numbers of MPA increase particularly in KS2.	

Total budgeted cost

£135,000

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	Lessons learned (and whether you will continue with this approach)	Cost
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		appropriate.		
Increased parental support and involvement particularly for targeted families	<p>Targeted Breakfast Club to improve social skills and attendance and punctuality</p> <p>Running parents workshops in order to increase engagement of parents in learning</p> <p>Using our Family Support Worker to support parents to overcome barriers to children's learning and increasing the engagement of parents in learning</p>	<p>Improved attendance for these children. Whole school attendance is above national at last count.</p> <p>Class attendance awards are also presented on a weekly basis to raise the profile and importance of attendance.</p> <p>Funding for the summer term will allow class prizes.</p> <p>The most recent Family Support Worker left with a replacement sought so this had an impact for some part of the year. However overall more families are accessing support and being directed to external agencies where needed.</p>	The senior leader in charge of community involvement retired her role has been divided across other leaders. This will take time to develop.	
Total budgeted cost				£58,000

