

• Pupil Premium Review of expenditure 2019-20

Previous Academic Year		2019-20		
1. *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>The large majority of PP pupils in R-Y6 make expected or accelerated progress in core subjects.</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. PP pupils to be identified on planning formats to form the basis of Quality First Teach  <b>All lessons will be differentiated to provide appropriate challenge for all pupils. PP pupils will be targeted in lessons with questioning and support from teachers/teaching assistants. Provide a 4<sup>th</sup> teacher and additional teaching assistant in Y6 to support learning across the year group</b>            Introduce teacher assessment grids to assess pupils learning in reading. Identify gaps in learning for PP pupils and address.            DC Pro to produce bespoke reports for assessment &amp; EYFS</p>	<p>From the Spring 2019 data, PP pupils are making as good or better progress in all subjects in all year groups.</p>	<p>We will continue to focus on our good/outstanding teaching strategy including support/coaching from subject leaders/T &amp; L consultant video coaching/INSET.</p> <p>Continue with MNP interventions on the day and ensure that mainly PP pupils are targeted.</p> <p>Provide a writing and maths intervention for Y5 (now Y6 pupils) 4<sup>th</sup> teacher in Y6 plus an additional SENDco supporting in Y6 teaching groups + supporting in class</p> <p>Re-visit PP First strategy in staff meeting (Autumn Term) and for new staff.</p> <p>PP pupil meetings with staff/DH/HT twice a year (Autumn and Summer).</p>	<p>£73349</p>

**Most PP pupils attain in line with non pp pupils in reading, writing and spelling in each year group**

**Most PP pupils attain in line with non pp pupils in reading, writing and spelling at the end of KS1 and KS2**

**Provide a clear structure for the teaching of reading lessons and group reading. Coaching sessions for NQTs/identified staff**

Weekly 'book club' reading sessions for all pupils in addition to the daily reading lesson/personal reading. Reading journals introduced in KS2  
Vocabulary sessions included across the curriculum where children learn about words  
Spelling lessons 4 times a week aimed at age related expectations. Identified pupils use a spelling app during GR to improve spelling  
Booster session for Y6 targeted PP pupils pre SATs

Purchase and implement high quality 'recommended reads' or each year group, quality picture books and texts or novels or English lessons.

Reading leaders attend subject leader courses and RSC/Belgrade Shakespeare project (drama, vocab) and implement across the whole school.

Purchase and implement online reading, assessment, ebooks and reading coach (Oxford Reading Buddy)

English leader trial integrated English lessons

From the Spring data, there are no significant differences between PP pupils and their non-PP peers in all area. In year 2. PP children continue to outperform their peers in all area.

Children were enthused with the Recommended read and very keen to take them home to read.

English

Following the successful trial of the new English strategy using high quality texts to teach reading and writing, expand to the whole school (see English Strategy)

Continue to purchase and replenish recommended reads for year group and recommended by children.

Raise the profile of reading further throughout the school by having reading at the heart of the curriculum.

Raise expectations of reading at home to 5 times at least a week, reading comprehension homework and post a recommended read to the learning platform.

Continue to embed the drama strategies from Drama training into the new English strategy.

There have been some glitches with the Oxford Reading Buddy online reading system, which has hindered the implementation. We have received a free year's subscription and are persevering because we believe it to be a great system when it works.

£9500

**Most PP pupils attain in line with non pp pupils in maths in each year group**

**Most PP pupils attain in line with non pp pupils in mathematics at the end of KS1 and KS2**

**Continue to support the implementation of the Maths No Problem programme.**

Maths Mastery programme (MNP) to ensure that pupils develop fluency, reasoning and problem solving through a CPA approach. PP pupils receive MNP intervention 3 times a week where appropriate. Y5/Y6 targeted PP pupils Maths booster session for Y6 PP pupils twice week (pre SATs)

Times table lessons and rewards

**Introduce teacher assessment grids to assess pupils learning in mathematics. Identify gaps in learning for PP pupils and address.**

**Implement Times Table Rock Start to improve the number of pupils who are at age related expectations**

Maths

The Maths No Problem initiative including the interventions has proved very successful in reducing the PP gaps. Develop the skills and expertise amongst the staff to a deeper level of knowledge and understanding  
Continue interventions for MNP  
Provide additional times on timetable for maths catch up and revisits to address gaps  
Investigate online 1:1 maths tuition for PP catch-up session, alongside the national tutoring opportunities.

£24827

<b>Close the gap for PP pupils who are working significantly below their peers</b>	Provide an enhanced support class with low pupils staff ratios and specialised/targeted provision for SEND pupils Track PP pupils and provide targeted intervention/SEMH provision		We no longer have an enhanced support class. The remaining pupils have move back to the mainstream classes successfully. Continue to track PP pupils and provide targeted intervention/SEMH provision	£50,750
<b>Improved self-esteem, resilience and confidence for PP pupils</b>	Whole school Growth Mindset approach  Buddy/mentor system introduced  Continue access to school counsellor  Introduce 'Skills Academy' so pupils have some choice in their learning linked to rewards system.	Need feedback from pupil survey to report on impact for this area. (Not completed due to limited school opening Summer 2020)  See Buddy/mentor below  Skills Academy feedback has been very positive from pupils and parents.	Continue with Growth Mindset but also develop our other values through assemblies, Junior Leadership Team New Relationships and Health scheme (RHE) Jigsaw  Improved access to buddies and mentors – more staff trained and improved mentor offer.  The organisation of skills academy will need to change due to bubble restriction so will take place in class with a rotation of activities.	£2450

**2. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance and punctuality for PP pupils	Increase capacity in attendance team by employing a new member of staff in the Family Liaison team to work closely with vulnerable families where attendance and punctuality are an issue. Early identification to draw the services of the Early Help team to be involved with the family.  Raise the profile of attendance in the classroom by ensuring attendance posters are visible and are kept up to date. Rewards minutes are accumulated weekly.	The work of the pastoral team moved towards supporting children and families during the lockdown. They made regular phone calls to check on welfare, organised food parcels and continued with safeguarding work  2019-20 (until lockdown) school 95.1% Nat (18/19) 94.5% 2019-20 PP 91.25% 2019-20 non PP 95.65%  Improved punctuality due to phone calls and meetings with attendance team	The attendance team will need to keep meticulous records of absence including numbers of pupils isolating with symptoms, or family members with symptoms to support the process should contacts need to isolate. They will continue to encourage good attendance at school and work with external agencies. PP attendance will be a focus for the team through targeted phone calls and meetings with PP pupils	£11,700

<p>Improve outcomes for targeted PP pupils with SEMH</p>	<p>To provide specialist external support to PP pupils with SEMH</p> <p>Inclusion Team to meet regularly to identify support needed for vulnerable pupils</p>	<p>Buddy/Mentor Program: this has been a very useful intervention for pupils and has helped them to address their worries and any issues that they have with a trusted staff member. In the majority of cases there has been very positive impact on the pupil's wellbeing and behavior. Some pupils have needed further interventions E.g. RISE referrals, school counsellor referrals. Staff do find it difficult to meet with their pupils sometimes due to other work commitments E.g. TAs need to be in their classrooms to support targeted pupils in the mornings, staff taking a pupil to the KEY, Safeguarding team called to deal with a SG concern. Feedback from parents has been positive. Meetings are held with the headteacher, DDSO and staff Buddies to review progress for each pupil.</p>	<p>School to expand this programme by training all teaching assistants and adopting the Thrive approach including training for all staff, lead practitioner and SLT.</p>	<p>£20,000</p>
<p>Improved parental engagement and support</p>	<p>Continue parent education course run by Family Education Service to increase parents' knowledge and confidence to support pupils at home.</p> <p>Parent partnership group to work in partnership and take parent voice into account at school,</p> <p>Coffee mornings targeted at 'harder to reach' parents who may not find it easy to engage with school. The aim is to increase their confidence to participate/engage positively in other meetings/workshops</p> <p>School to part fund SATs revision booklets to improve home-school links and improve outcomes for PP pupils in national tests.</p>	<p>This service has been very well received by parents. Positive feedback (see evaluation from Kate Stevenson)</p> <p>This has been very successful (see end of year evaluation) Improved communication, children are avid readers.</p> <p>A general coffee morning has been started but not specifically targeted at harder to reach</p>	<p>This approach will continue. We had 16 parents signed up for the course started 25.9.19 and 6 creche places. (Reading and writing in Nursery, Reception and Year 1). The Adult Education service will offer these courses virtually.</p> <p>This approach will continue virtually</p> <p>This needs to be more targeted. We will raise the profile of the Community leader by ensuring that all community events (which will be virtual) are planned and publicised well in advance and communicated to parents at the beginning of each term via the newsletter and the website. We will develop the website to include videos/blogs/vlogs. Videos of celebrations and teaching methods (our parent group told us this is something that they want as many are busy working parents and are not always available to attend parent workshops etc.</p>	<p>£1000</p>

	School to part fund SATs revision booklets to improve home-school links and improve outcomes for PP pupils in national tests	Improved Key Stage 2 results both attainment and progress. The gap has narrowed. (See Data)	Continue to fund Y6 SATs revision books	£300.00
--	--	---	---	---------

• 3 Other approaches				
Desired outcome	Chosen action/approach	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
<p>Ensure PP pupils have access to wider experiences across the curriculum.</p> <p>Improve the learning aspirations of PP pupils within school.</p>	<p>Introduce 'Whole school charter' which will ensure a range of enrichment experiences across the school</p> <p>Develop the whole school curriculum to ensure that it is broad and balanced and meets the needs of our pupils and includes trips/experiences which cannot be offered within school.</p> <p>Work towards the Artsmark Gold Award to ensure that pupils experience the arts in its fullest sense including STEAM.</p> <p>Raising Aspirations Day linked to PSHE curriculum to ensure</p>	<p><i>The Humanities leader has introduced launch mornings at the beginning of each topic (half term) This is to start with a wow and engage/hook pupils into the topic.</i></p> <p><i>We have not had to cancel trips due to parents not paying this year.</i></p> <p><i>We reviewed and updated our trips, pupil offer and charter in consultation with middle leaders</i></p> <p><i>We held a very successful Arts week based around the theme of the environment and recycling. The children had the opportunity to work with recycled materials a visiting artist and contribute to a whole school art display. (see video and display in the hall)</i></p> <p><i>The arts week was shared with parent during class assemblies. Very positive feedback received from staff, children and parents.</i></p>	<p>Trips have been suspended currently due to COVID. We will evaluate our pupil offer to see what can be offered virtually. First hand experiences and outdoor learning are a priority for the curriculum</p> <p>Due to Covid, the case study will not be submitted until November 2020.</p>	<p><b>£4100</b></p>

	that pupils are aware of future careers and ambitions.			
--	--	--	--	--

### Analysis of Pupil Premium Attainment and progress: Spring 2019-20

	Grammar						Reading						Writing						Maths						Combined					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
<b>All Pupils On Track</b>	51 68.9 %	65 75.6 %	73 76%	77 85.6 %	63 71.6 %	77 84.6 %	53 71.6 %	67 77.9 %	71 74%	75 83.3 %	60 68.2 %	73 80.2 %	52 70.3 %	65 75.6 %	62 64.6 %	67 74.4 %	54 61.4 %	61 67%	57 77%	76 88.4 %	74 77.1 %	75 83.3 %	67 76.1 %	75 82.4 %	48 64.9 %	63 73.3 %	58 60.4 %	66 73.3 %	52 59.1 %	61 67%
<b>PP</b>	2 50%	10 76.9 %	9 69.2 %	17 73.9 %	16 69.6 %	28 82.4 %	3 75%	12 92.3 %	9 69.2 %	18 78.3 %	15 65.2 %	27 79.4 %	2 50%	12 92.3 %	9 69.2 %	17 73.9 %	13 56.5 %	20 58.8 %	3 75%	13 100%	7 53.8 %	20 87%	18 78.3 %	28 82.4 %	2 50%	12 92.3 %	7 53.8 %	17 73.9 %	12 52.2 %	20 58.8 %
<b>Non-PP</b>	49 70%	55 75.3 %	64 77.1 %	60 89.6 %	47 72.3 %	49 86%	50 71.4 %	55 75.3 %	62 74.7 %	57 85.1 %	45 69.2 %	46 80.7 %	50 71.4 %	53 72.6 %	53 63.9 %	50 74.6 %	41 63.1 %	41 71.9 %	54 77.1 %	63 86.3 %	67 80.7 %	55 82.1 %	49 75.4 %	47 82.5 %	46 65.7 %	51 69.9 %	51 61.4 %	49 73.1 %	40 61.5 %	41 71.9 %
<b>Difference PP</b>	1 20%	1 1.6%	1 7.9%	4 15.6 %	1 2.7%	1 3.6%	2 3.6%	12 17%	1 5.5%	2 6.8%	1 4%	0 1.3%	1 21.4 %	14 19.7 %	4 5.4%	0 0.7%	2 6.6%	4 13.1 %	0 2.1%	10 13.7 %	3 26.9 %	3 4.9%	2 2.9%	0 0.1%	1 15.7 %	16 22.4 %	1 7.6%	1 0.8%	2 9.4%	4 13.1 %

Spring attainment data shows PP children achieving better than non-PP in 3 areas: Year 2 Reading, Y2 + Y3 Writing and Y2 Maths. Where PP children are achieving less than non-PP the gap is negligible in (light blue) areas and small in a further areas (light orange). The shows that the gaps are diminishing and there are no significant gaps in any subjects or year groups.

	Grammar					Reading					Writing					Maths					Combined				
	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
<b>All Pupils Average</b>	2.67 3.4 %	2.7 3%	2.28 2.6 %	2.25 2.8 %	3.09 3.4%	2.35 3%	2.35 2.6%	2.1 2.4%	2.05 2.5%	2.99 3.3%	2.29 2.9%	2.1 2.4%	2.03 2.3%	1.96 2.4%	2.09 2.3%	2.24 2.8%	2.36 2.7%	2.34 2.7%	2.36 2.9%	3.28 3.6%	2.34 3%	2.07 2.3%	2.05 2.4%	1.96 2.4%	2.18 2.4%
<b>PP</b>	13 100%	12 85.7 %	20 87%	16 72.7 %	30 88.2 %	12 92.3 %	13 92.9 %	19 82.6 %	15 68.2 %	30 88.2 %	13 100%	10 71.4 %	21 91.3 %	17 77.3 %	33 97.1 %	13 100%	12 85.7 %	23 100%	19 86.4 %	32 94.1 %	13 100%	10 71.4 %	21 91.3 %	16 72.7 %	33 97.1 %
<b>Non-PP</b>	64 97%	73 97.3 %	59 92.2 %	57 96.6 %	51 91.1 %	63 95.5 %	72 96%	57 89.1 %	51 86.4 %	53 94.6 %	63 95.5 %	61 81.3 %	53 82.8 %	50 84.7 %	49 87.5 %	63 95.5 %	73 97.3 %	58 90.6 %	56 94.9 %	55 98.2 %	64 97%	62 82.7 %	55 85.9 %	50 84.7 %	50 89.3 %
<b>Difference PP</b>	2 3%	2 11.6 %	1 5.2 %	5 23.9 %	1 2.8%	0 3.1%	0 3.1%	1 6.5%	4 18.3 %	2 6.4%	3 4.5%	1 9.9%	5 8.5%	2 7.5%	5 9.6%	3 4.5%	2 11.6 %	6 9.4%	2 8.6%	1 4.1%	2 3%	2 11.2 %	3 5.4%	3 12%	4 7.8%

Spring progress data shows PP children progressing more than non-pp in many subjects and areas (purple highlighting).

Where PP children have made less progress than non-PP the difference is very small. The area to monitor closely and put in some intervention is Y5 grammar (now Y6)

**Key:**

Indicates which percentage is higher in each comparison
Indicates a positive gap of less than 3 children
Indicates a positive gap of 3-4 children (3-4% of the year group)
Indicates a positive gap of 5- 8 children (5-9% of the year group)
Indicates a positive gap of 9 or more children (10% of the year group)
Indicates a gap of less than 3 children
Indicates a gap of 3-4 children (3-4% of the year group)
Indicates a gap of 5- 8 children (5-9% of the year group)
Indicates a gap of 9 or more children (10% of the year group)

Year	No of PP	% of year group
1	14	17%
2	14	16%
3	26	28%
4	28	32%
5	34	37%
6	39	42%



**P Data**

Below national

within 1% national

in line/above national

PP better/same than non PP

Sch PP comp with Nat PP instead of Nat other as in previous years

**EYFS: % achieving GLD**

Year	All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat
2016	73	69	80	72	72	72
2017	74	71	38	73	78	73
2018	78	72	78	57	78	74
2019	74	72	50	57	76	74

**Phonics: % achieving standard Year 1**

Year	Year 1						Year 2					
	All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	83	81	94	83	81	83	94	91	97	93	93	93
2017	89	81	83	84	90	84	57	62	50	56	56	64
2018	87	83	86	85	87	85	78	61	100	55	60	64
2019	82	82	77	71	83	84	27	56	0	50	33	59

Nb/ Different measure used for Y2 phonics between 2016 and 2017 onwards

**KS1: % achieving expected**

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	67	74	55	78	73	78	69	65	52	70	78	70	59	73	39	77	69	77
2017	75	76	70	79	77	79	75	68	80	72	74	72	76	75	80	79	75	79
2018	83	75	73	79	87	79	82	70	73	74	85	74	85	76	77	80	88	80
2019	74	75	64	62	78	78	73	69	71	55	75	73	81	76	71	63	83	79

**KS2: % achieving expected**

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	54	66	46	72	60	72	67	74	60	79	72	79	67	70	63	76	70	76
2017	63	72	43	77	77	77	74	76	54	81	88	81	65	75	41	80	83	80
2018	63	75	50	80	71	80	81	78	69	83	89	83	73	76	64	81	78	81
2019	72	73	59	62	80	78	83	78	77	68	87	83	81	79	77	68	84	84

Year	Grammar						RWM comb					
	All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	69	72	60	78	77	78	42	53	34	60	49	60
2017	76	77	57	82	90	82	54	61	30	67	71	67
2018	82	78	72	82	89	82	58	64	47	70	65	70
2019	84	78	74	67	91	83	69	65	59	52	75	71

**KS2: Progress from KS1**

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	0.5	0	-0.3	0.4	1.2	0.4	0.2	0	0.8	0.2	-0.3	0.2	1.1	0	1.0	0.3	1.2	0.3
2017	-0.8	0	-2.0	0.3	0.3	0.3	0.9	0	-0.1	0.2	1.6	0.2	-0.9	0	-2.1	0.3	0.0	0.3
2018	-3.0	0	-4.1	0.3	-2.3	0.3	-1.1	0	-1.7	0.2	-0.7	0.2	-2.2	0	-3.3	0.3	-1.4	0.3
2019	-1.0	0	-0.7	-1.1	-1.2	0.3	0.0	0	0.8	-1.0	-0.5	0.3	0.2	0	0.4	-0.8	0.0	0.4

Nb/ All 2019 national figures obtained from Perspective on 16/7/19 and are provisional until confirmed by DfE