

Review of Pupil Premium Grant spending 2018-19

Allocation 2018-19: £106, 450

Actions	Desired Outcome	Review of impact
Purchase of Homework Revision books and provision of Homework Club for all. PP eligible children to be specifically invited.	Pupils engage positively in home learning establishing positive attitudes for the future, consolidating class learning and supporting good progress. All those eligible for PP are completing home learning.	The majority of pupils eligible for PP completed homework regularly. Progress for those eligible for PP was greater than for other children by the end of Y6.
Continue the roll out of whole class reading across Year 2 and Key Stage 2. Ensure sufficient texts so that PP eligible children have access to their own copy.	Pupils develop an enjoyment of reading high quality texts and are directly taught comprehension skills. Outcomes in reading for those eligible for PP are in line with non-PP eligible.	100% of Pupil Premium eligible pupils attained EXS or above in reading at the end of KS1. 100% of Pupil Premium eligible pupils attained EXS or above in reading at the end of KS2.
Termly pupil progress reviews with class teachers and TAs with a specific focus on those eligible for PP.	Under achievement is identified early and intervention is swift to ensure pupils catch up.	Successful analysis and reviews identified pupils underachieving. This then prompted immediate intervention and catch up.
Improve library provision to incorporate more books that appeal to PP eligible children. Actively encourage their engagement in competitions and activities.	PP eligible children become keen readers because they are motivated by the materials available to them. PP eligible children show a high take up of activities provided.	New materials purchased by the school. Reading data at the end of KS2 shows that this had a positive impact on pupil outcomes and attitudes to reading.
Provision of a specialist speech and language assistant to deliver SALT and in-house programmes.	Pupils eligible for PP (and others) who enter school with existing SALT programmes or are identified as having difficulties are supported to address their needs and improve their speech	This continues to be successful. Children are either discharged or their programmes reviewed and new targets set. Early identification has been crucial to the

	and language. The majority of pupils are discharged from Speech and Language as a result.	success of the programmes. Timetabling for the specialist assistant has been adapted to cope with demand.
Provision of specialist SEND teaching assistant for pupils with specific learning difficulties.	Pupils eligible for PP (and others) are well supported so that their specific learning difficulty does not hinder their progress. All pupils make at least expected progress in year and through each Key Stage.	The majority of pupils who received specialist teaching made at least expected progress.
Fully update teaching/learning materials for those eligible for PP who are also on the SEND register.	Pupils have access to a range of quality, up to date intervention and learning materials which enable accelerated progress. B-Squared may be used in the assessment of smaller, incremental steps towards NC outcomes.	The school is continuing to purchase and develop its range of teaching/learning materials to support SEND pupils and in particular, SEND pupils who are also PPG.
Increased level of teaching assistant support in EYFS to deliver additional interventions incl. Sonic Phonics, School Start.	Pupils eligible for PP who enter school at lower levels can be targeted for additional support to accelerate their progress. All pupils eligible for PP reach GLD by the end of EYFS.	Follow-up packs are now established across the school and timetabled for effective TA intervention. In EYFS, data shows that pupils eligible for PP funding made similar progress against their peers.
Provision of additional TA time to release Key Stage 2 class teachers to provide targeted support and pupil conferencing in response to immediate need; particular focus on writing and maths.	Pupils eligible for PP receive targeted support to address misunderstandings or misconceptions to ensure they do not fall behind. All pupils eligible for PP make at least expected progress through Key Stage 2.	Data shows that the majority of PP eligible pupils make at least expected progress across their respective key stage. Further development of Pupil Conferencing will continue to identify barriers to learning and enable teachers and pupils to set short-term, achievable targets.

<p>Breakfast Booster Club for pupils eligible for PP in Year 6.</p>	<p>Pupils eligible for PP who are at risk of not reaching age related expectations will be given additional support to accelerate progress. All pupils eligible for PP reach EXS or better by the end of Year 6.</p>	<p>2 pupils eligible for the Pupil Premium accessed Breakfast Club and both reached EXS in reading, writing and mathematics in the end of Key Stage 2 assessments.</p> <p>This was not applicable to the other pupils.</p>
<p>Additional TA hours for targeted interventions across the school;</p> <p>First Class @ Number</p> <p>Success @ arithmetic</p> <p>High 5</p> <p>Phonics</p> <p>Responsive support for writing</p>	<p>Pupils eligible for PP who are in danger of underachieving are enabled to catch up through rapid identification and targeted intervention.</p> <p>All pupils eligible for PP make at least expected progress both in year and by the end of each Key Stage.</p>	<p>The majority of children made at least expected progress in all areas.</p> <p>Less progress was made in Year 3 writing and in Y4 writing. Analysis of outcomes shows that spelling is a barrier to progress and attainment in these year groups.</p> <p>This will be a priority going forward.</p>
<p>Advice and guidance from Behaviour Support service and SENSS.</p>	<p>Identified pupils are supported to manage their own behaviour and engage in learning thereby making at least expected progress from their starting points.</p> <p>Sensory needs are met enabling them to engage in learning.</p>	<p>This has been invaluable and ensured successful inclusion for individual children.</p> <p>This will continue to be a focus in 2019/2020 as the school has mental health and wellbeing as a focus.</p>
<p>Continue to develop sensory provision and the school 'chill out' room for use by pupils who find it difficult to self-regulate or who come into school not ready to learn. (10 identified PP</p>	<p>Identified pupils have a space to be calm, self regulate and ready themselves to re-engage in learning thereby enabling good progress.</p> <p>Sensory provision ensures sensory needs are met</p>	<p>The chill out room has been an invaluable addition and was regularly accessed by all children who need this sensory outlet.</p> <p>This enabled these children to learn and socialise</p>

eligible)	so that learning is maximised.	successfully most of the time.
TA to be trained in helping children who have experienced trauma.	Children who have experienced significant trauma including abuse are well supported so that this is not a barrier to their learning.	TA trained and working closely with identified pupils across the school. Targeted pupils equipped with strategies to engage effectively with intervention and ultimately, learning.
Designated ELSA time for existing TAs.	Pupils eligible for PP are able to engage and progress in their learning as their emotional needs are being met and supported.	Two more ELSAs were trained and had a full case load last year. This enabled PP eligible children to be emotionally supported successfully. Further investment will take place this coming academic year to increase provision and support more widely.
SLA with DCC Attendance Service to support families where attendance is a concern.	Attendance of pupils eligible for PP is at least 96% if not higher. No child eligible for PP makes poor progress as a result of poor attendance. Attendance officer attends meetings with key families.	Attendance for PP pupils was at % because of the low attendance of two pupils. One PP eligible child made poor progress as a direct result of attendance issues.
Increase accessibility to learning opportunities outside of school; Espresso Mathletics SPAG.com Spellodrome Timestables Rockstars	Pupils eligible for PP are able to engage in learning outside of school to support their own progress. All those eligible for PP make at least expected progress from their starting points.	Online opportunities were well accessed, especially Mathletics and SPAG.com. Those eligible for PP made more progress than other pupils by the end of Y6.
Continue the use of Tapestry to secure early	The parents of pupils eligible for PP (and others) engage in their children's learning from the very	This was very successful in both Reception and Year 1. Parent / carer feedback has continued to

<p>engagement by parents of EYFS children.</p> <p>Continue the use of Tapestry into Year 1 to encourage continued engagement.</p>	<p>beginning. This will then continue as the pupils move through the school.</p> <p>All parents of those eligible for PP are using Tapestry to support their children.</p>	<p>have been positive and this provision is greatly valued. Teaching staff report a higher level of engagement from all parents/carers, including those of PPG.</p>
<p>Free Breakfast Club places and increase in staffing.</p>	<p>Pupils eligible for PP who are allocated free places have a positive start to their school day and are ready to learn.</p> <p>Targeted pupils who have had issues with attendance improve and this impacts on their progress.</p> <p>No PP pupils are persistent absentees. Lateness for these pupils is eradicated.</p>	<p>Breakfast Club is extremely well attended. Attendance and punctuality for a small group of PP eligible children improved considerably. PP eligible children were ready to learn because they had a positive start to the day.</p> <p>5 pupils eligible for the Pupil Premium have free places at Breakfast Club and this has had a positive impact on their attendance.</p>
<p>Funding for school trips, residential visits, instrumental lessons and after school clubs to ensure all pupils eligible for PP participate.</p>	<p>Pupils eligible for PP do not miss out on experiences and opportunities due to financial difficulties. Pupils are fully included in all aspects of school life.</p>	<p>Funding / reduced rates have been applied to for all PP eligible pupils. This strategy has ensured that all eligible pupils have attended visits, visitors and residentials in Years 4 and 6.</p> <p>Finance is no longer a barrier – all efforts are made to ensure all pupils are included in all enrichment learning activities.</p>

Total Pupil Premium spend 2018-19: £106, 450