


5. Review of expenditure of Pupil Premium 2017-2018

Total Pupil premium budget £180,620	Total Pupil premium spend £197,000	Total over spend - £16,380
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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 £83,000																																																															
Improve reading skills across the school.	<ul style="list-style-type: none"> Staff training. Parent and family spelling workshops. ESOL classes Targeted interventions 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;">Reading</th> </tr> <tr> <th colspan="2"></th> <th colspan="2" style="text-align: center;">At Age Related Expectation (ARE) (not inc GDS)</th> <th colspan="2" style="text-align: center;">At Greater Depth Standard (GDS)</th> </tr> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;"></th> <th style="text-align: center;">PP</th> <th style="text-align: center;">Non-PP</th> <th style="text-align: center;">PP</th> <th style="text-align: center;">Non-PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Y1</td> <td style="text-align: center;">9</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;">Y2</td> <td style="text-align: center;">15</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">Y3</td> <td style="text-align: center;">17</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">Y4</td> <td style="text-align: center;">20</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="text-align: center;">Y5</td> <td style="text-align: center;">24</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">49%</td> </tr> <tr> <td style="text-align: center;">Y6</td> <td style="text-align: center;">18</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">36%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Y6 SATs (18chn)</th> <th style="text-align: center;">ARE</th> <th style="text-align: center;">GD</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td style="text-align: center;">Combined (RWM)</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>	Reading								At Age Related Expectation (ARE) (not inc GDS)		At Greater Depth Standard (GDS)		Year		PP	Non-PP	PP	Non-PP	Y1	9	66%	60%	10%	28%	Y2	15	47%	46%	26%	29%	Y3	17	35%	44%	12%	30%	Y4	20	35%	44%	10%	37%	Y5	24	25%	26%	50%	49%	Y6	18	29%	50%	26%	36%	Y6 SATs (18chn)	ARE	GD	Reading	63%	26%	Combined (RWM)	53%	0%	<p>To continue to evaluate the explicit teaching of reading skills.</p> <p>To move towards a quality first teaching approach to embed reading skills.</p>	
Reading																																																																			
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		<p>Pupils meeting expected standard in reading, writing and maths ?</p>  <p>End of Key Stage data has been selected to highlight progress.</p> <p>Attendance of ESOL classes has increased and parents are opting for more advance classes to improve level of English. 75% of parents regularly attend the ESOL classes and this has supported children’s reading skills at home.</p> <p>Attendance of family learning workshops has provided parents with confidence in supporting their children’s reading at home.</p> <p>Parental survey indicated that 95% parents gained increased confidence in supporting their children’s reading.</p>																																			
<p>Increase the number of children that exceed end of Key stage expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Mastery with maths project. • Moderation of writing with outstanding school. • Downsizing in Year 6 for reading and maths. • Targeted interventions 	<p>Y6 SATs: 0% of pupil premium children achieved combined Greater Depth standard.</p> <table border="1" data-bbox="855 1050 1532 1273"> <thead> <tr> <th colspan="5">Reading</th> </tr> <tr> <th></th> <th colspan="2">At Age Related Expectation</th> <th colspan="2">At Greater Depth Standard</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>47%</td> <td>46%</td> <td>26%</td> <td>29%</td> </tr> <tr> <td>Y6</td> <td>29%</td> <td>50%</td> <td>26%</td> <td>36%</td> </tr> </tbody> </table> <table border="1" data-bbox="855 1311 1532 1382"> <thead> <tr> <th colspan="3">Writing</th> </tr> <tr> <th></th> <th>At Age Related</th> <th>At Greater Depth</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reading						At Age Related Expectation		At Greater Depth Standard		Year	PP	Non-PP	PP	Non-PP	Y2	47%	46%	26%	29%	Y6	29%	50%	26%	36%	Writing				At Age Related	At Greater Depth				<p>To evaluate the teaching of verbal reasoning.</p> <p>To continue to raise the profile of science and STEM subjects across the school.</p>
Reading																																					
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Year	PP	Non-PP	PP	Non-PP																																	
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			Expectation		Standard				
			Year	PP	Non-PP	PP	Non-PP		
			Y2	67%	64%	7%	16%		
			Y6	39%	56%	22%	43%		
			Maths						
			At Age Related Expectation			At Greater Depth Standard			
			Year	PP	Non-PP	PP	Non-PP		
			Y2	80%	59%	13%	27%		
			Y6	55%	53%	6%	33%		
			Combined						
			At Age Related Expectation			At Greater Depth Standard			
			Year	PP	Non-PP	PP	Non-PP		
			Y2	40%	57%	7%	14%		
			Y6	53%	61%	0%	19%		

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 £90,000																																																						
Improve reading and writing skills for PP pupils who are also EAL/ SEN .	<ul style="list-style-type: none"> Targeted interventions. Tracking and monitoring of interventions 	<table border="1"> <tr> <td colspan="9">Reading</td> </tr> <tr> <td></td> <td colspan="4">At Age Related Expectation</td> <td colspan="4">At Greater Depth Standard</td> </tr> <tr> <td>Year</td> <td>PP only</td> <td>PP + EAL</td> <td>PP + S</td> <td>PP +E+S</td> <td>PP only</td> <td>PP + EAL</td> <td>PP + S</td> <td>PP +E+S</td> </tr> <tr> <td>Y1</td> <td>66%</td> <td>100%</td> <td>100%</td> <td>-</td> <td>17%</td> <td>0</td> <td>0</td> <td>-</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>33%</td> <td>0</td> <td>0</td> <td>37.5%</td> <td>17%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y3</td> <td>44%</td> <td>20%</td> <td>50%</td> <td>0</td> <td>22%</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Reading										At Age Related Expectation				At Greater Depth Standard				Year	PP only	PP + EAL	PP + S	PP +E+S	PP only	PP + EAL	PP + S	PP +E+S	Y1	66%	100%	100%	-	17%	0	0	-	Y2	50%	33%	0	0	37.5%	17%	0	0	Y3	44%	20%	50%	0	22%	0	0	0	To continue evaluate the impact of interventions.	
Reading																																																										
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Year	PP only	PP + EAL	PP + S	PP +E+S	PP only	PP + EAL	PP + S	PP +E+S																																																		
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Y4	57%	30%	0	-	0	20%	0	-
Y5	22%	29%	-	0	44%	50%	-	100%
Y6	67%	75%	50%	-	0	0	0	-

Writing								
	At Age Related Expectation				At Greater Depth Standard			
Year	PP only	PP + EAL	PP + S	PP +E+S	PP only	PP + EAL	PP + S	PP +E+S
Y1	66%	50%	0	-	17%	0	0	-
Y2	50%	33%	0	0	12.5%	17%	0	0
Y3	22%	40%	0	0	11%	0	0	0
Y4	29%	40%	0	-	0	10%	0	-
Y5	44%	43%	-	0	22%	29%	-	100%
Y6	33%	62.5%	50%	-	33%	12.5%	0	-

End of Year data revealed that Year 5 Pupil premium and Special educational needs children made accelerated progress in reading.

Targeted reading and writing interventions highlighted that **16 Year 6** pupil premium children made good progress in reading, writing and maths.

Increase the number of Pupil premium children who meet and **exceed** end of year expectations across the school.

- Case studies
- Targeted interventions

Reading				
	At Age Related Expectation		At Greater Depth Standard	
Year	PP	Non-PP	PP	Non-PP
Y1	66%	60%	10%	28%
Y2	47%	46%	26%	29%
Y3	35%	44%	12%	30%
Y4	35%	44%	10%	37%

To continue to use Case studies to monitor and track pupils progress. To work towards refining interventions.

Y5	25%	26%	50%	49%
Y6	29%	50%	26%	36%

Writing				
	At Age Related Expectation		At Greater Depth Standard	
Year	PP	Non-PP	PP	Non-PP
Y1	56%	64%	11%	19%
Y2	67%	64%	7%	16%
Y3	24%	38%	6%	22%
Y4	30%	44%	5%	17%
Y5	42%	27%	25%	40%
Y6	39%	56%	22%	43%

Maths				
	At Age Related Expectation		At Greater Depth Standard	
Year	PP	Non-PP	PP	Non-PP
Y1	56%	67%	11%	19%
Y2	80%	59%	13%	27%
Y3	29%	41%	12%	29%
Y4	40%	52%	5%	33%
Y5	38%	37%	25%	40%
Y6	55%	53%	6%	33%

The monitoring of interventions revealed that 80% of children that attended made good progress.

End of Key Stage 1 data revealed that 61.9 % pupil premium children were working at expected level and 4.76% were working at greater

		depth. End of Key Stage 2 data revealed that 53% pupil premium children were working at expected level (combined) and 0% were working at greater depth (combined).		
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 appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £24,000
Additional support for pupil premium and EAL parents who have limited language skills/acquisition of the English language	<ul style="list-style-type: none"> EAL Teacher in Reception to liaise with new parents Interpreters to support good communication with parents ESOL classes Induction programme for EAL children. Training of HLTA lead. Family learning workshop. 	<p>Attendance of ESOL classes has increased and parents are opting for more advance classes to improve level of English. 75% of parents regularly attend the ESOL classes and this has supported children's reading skills at home.</p> <p>Attendance of family learning workshops has provided parents with confidence in supporting their children's reading skills at home. Parental survey indicated that 95% parents gained increased confidence in supporting their children's reading.</p> <p>80% of targeted EAL children made progress in their interventions and moved up proficiency bands.</p>	To continue to deliver ESOL classes to parents and provide specialist workshops for advanced bilingual parents.	
Pupil premium children should have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds	<ul style="list-style-type: none"> Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care 	<p>Educational visits were funded by the school and this enriched the life experiences of the children.</p> <p>Children accessed additional activities such as: sports, after school care or music tuition and this also contributed to their enriched life experiences.</p>	For the school to review pupil premium strategy and evaluate the changes in funding.	
Remove barriers to learning through additional support for pupils' emotional well-	<ul style="list-style-type: none"> Fund HEWS to support identified vulnerable children. 	The HEWS programme provided PP children with the opportunity to reflect on key areas of need. The specialist support provided children and parents with much needed support.	For the school to develop the role of the learning mentor, so that programmes such as the PEERs programme and emotional well-being strategies are embedded.	

<p>being</p>	<ul style="list-style-type: none"> • Learning mentor. • Family support. • Behavioural support. 	<p>Parental survey revealed that a large % of PP parents valued the HEWS and learning mentor service.</p>																			
<p>Improve attendance of children who are identified as persistently absent.</p>	<ul style="list-style-type: none"> • Rigorous monitoring of attendance by Welfare Officer • Regular notices in the newsletter which focus on year group attendance and the benefits of good attendance 	<p>Attendance of pupil premium children has improved and less children are now persistent absentees (PA).</p> <table border="1" data-bbox="808 523 1413 635"> <thead> <tr> <th></th> <th>Infants (Y1& Y2)</th> <th>Juniors (Y3-6)</th> </tr> </thead> <tbody> <tr> <td>Num' of PP</td> <td>27 chn</td> <td>83 chn</td> </tr> </tbody> </table> <table border="1" data-bbox="808 708 1413 930"> <thead> <tr> <th></th> <th>Infants (Y1& Y2)</th> <th>Juniors (Y3-6)</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>95.77%</td> <td>96.37%</td> </tr> <tr> <td>PP chn</td> <td>95.35%</td> <td>95.46%</td> </tr> <tr> <td>% of PP chn who are PA</td> <td>3/27 = 11%</td> <td>7/83 = 8.4%</td> </tr> </tbody> </table>		Infants (Y1& Y2)	Juniors (Y3-6)	Num' of PP	27 chn	83 chn		Infants (Y1& Y2)	Juniors (Y3-6)	Attendance	95.77%	96.37%	PP chn	95.35%	95.46%	% of PP chn who are PA	3/27 = 11%	7/83 = 8.4%	<p>For the school to continue to promote the importance of attendance through achievement assemblies.</p> <p>Through parental engagement with Family learning workshops and external professionals - parents will also be supported.</p> <p>Continue to inform parents via letters and texts about concerns and whether their child is at risk of becoming a PA.</p>
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