

Pupil Premium Review 2018/19

1. Review of expenditure				
Previous Academic Year		2018/19		
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
Effective differentiation in all English and Maths lessons to enable PP children to make accelerated progress in these areas.	Teaching assistant present in English and Maths lessons when possible to provide structured, adult led differentiation. Teaching assistants to be used to support and challenge children.	Medium. Effective differentiation was monitored through planning and book scrutinies and was evident through the use of TA in some classes and through carefully planned activities to support/ challenge children in all classes. Some classes have continued to use the mastery approach to teaching, particularly in KS2 maths, which has benefitted all children. In maths, 40% PP children made accelerated progress (compared to 29.16% non PP). In reading, 60% PP children made accelerated progress (compared to 30% non PP). In writing, 20% PP child made accelerated progress (compared to 16.66% non PP).	We are aiming to ensure all PP children are working at ARE or better in the core areas. Despite some children making accelerated progress in these areas, not all children are working at ARE, particularly in writing. However, as a school we have identified the need for whole school writing improvement and this will form part of our SIP. This should continue to positively impact our PP children. We will continue with this approach next year to ensure that we are continuing to close gaps. It will be raised with staff that attainment and progress of individual PP children needs to be more closely monitored by class teachers as well as PP Champion and areas of concern highlighted and addressed immediately.	£1021
To improve rates of progress for pupil premium children in writing.	Quality First Teaching through additional support from Teaching Assistants. Focussed short term targets, reviewed every 6 weeks based on Grammar, punctuation, spelling. Children who are not on track to meet end of year expectations will receive additional support to narrow differences. Intervention will be focussed on identified 'gaps' in writing.	Low/Medium Both PP and non PP children, on average, achieved less than expected progress with a point score of 4.97 for non PP and 5.15 for PP children (expected progress= 6.0). PP children, on average, achieved better than non-PP children. None of the PP children are yet working within age related expectations for writing, despite the fact that 20% made accelerated progress this year.	It has been recognised that whole school writing is still a priority for improvement and this forms part of our SIP and teacher appraisals. Additional support needs to be put in place to ensure all PP children are making accelerated progress next year to begin to close to gap to ARE. We will need to develop our whole school teaching approach for writing next year through training, additional resources, intervention and support. Our target is to have 40% of PP children working at ARE in writing by summer 2020.	£500

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
To improve rates of progress for pupil premium children in writing.	Teaching Assistant (TA) with focussed intervention for identified children work.	<p>Low/Medium</p> <p>30% of PP children made expected progress or better in writing. No PP children are working at ARE in writing. <i>(See above for additional statistics).</i></p> <p>TA focused interventions were implemented in KS2, however due to staffing, this was not possible in KS1 resulting in poorer results than we initially hoped for, particularly for the year one children.</p>	<p>It has been recognised that whole school writing is still a priority for improvement and this forms part of our SIP and teacher appraisals.</p> <p>Additional support needs to be put in place to ensure all PP children are making accelerated progress next year to begin to close to gap to ARE.</p> <p>Our focus next year will predominantly be targeted towards KS1 with additional support available for interventions in order to close the gap.</p>	£1021
Improved attainment in all areas of English and Maths for PP children identified as being below age related expectations at end of year pupil progress meetings.	Use of teaching assistants to support progress in lessons when present. Increased interventions by teaching assistants in English and Maths to fill in gaps as identified by teacher's assessments within lessons. Aim to do intervention on same or following day as deemed appropriate.	<p>Medium.</p> <p>Effective differentiation was monitored through planning and book scrutinies and was evident through the use of TA in some classes and through carefully planned activities to support/challenge children in all classes. Some classes have continued to use the mastery approach to teaching, particularly in KS2 maths, which has benefitted all children. In maths, 20% of PP children are working at ARE, with a further 10% only 1 point behind. In reading, 40% of PP children are working at ARE. In writing, 0% of PP children are working at ARE, with 10% working only 1 point behind.</p>	<p>We are aiming to ensure all PP children are working at ARE or better in the core areas. Despite some children making accelerated progress in these areas, not all children are working at ARE, particularly in writing. However, as a school we have identified the need for whole school writing improvement and this will form part of our SIP. This should continue to positively impact our PP children. We will continue with this approach next year to ensure that we are continuing to close gaps.</p> <p>It will be raised with staff that attainment and progress of individual PP children needs to be more closely monitored by class teachers as well as PP Champion and areas of concern highlighted and addressed immediately.</p> <p>There will be a particular focus on raising attainment in KS1.</p>	£1479
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

<p>Increased attendance rates of Pupil Premium children to outstanding, reaching target of 96%.</p>	<p>Closely monitor pupils and follow up quickly on absences, addressing any lateness proficiently.</p>	<p>High</p> <p>Attendance of all PP children was closely monitored by PP champion and absences and patterns were identified in order to be addressed. The average attendance this year for PP children was 96.26% (compared to 95.72% average whole school attendance) this good attendance has enabled children to receive good quality teaching and learning.</p> <p>3 PP children had a yearly attendance of below 96% (81.89%, 91.32% and 92.11%). These children are spread across KS1 & KS2.</p>	<p>We will continue to monitor children's attendance closely over next year, addressing any concerns that arise to ensure that good attendance is maintained.</p> <p>There will be a particular focus on the 3 identified children below 96%. We will work with these parents to ensure the attendance improves next year. A conscious effort will be made by these children's class teachers to ensure the children are in school.</p> <p>Our target is for 100% of PP children to have an attendance of 96% or above and for a 100% improvement on attendance rates for PP children compared to this year's statistics.</p>	<p>£0</p>
<p>Regular, positive and effective communication with parents have encouraged increased academic support at home.</p>	<p>Regular meetings with PP Champion and class teacher, separate from scheduled parent consultations. Specific, individualised home learning packs provided for parents. Child care provided at school-led workshops and information sessions to encourage attendance of parents.</p>	<p>High</p> <p>Parent meetings have taken place with class teachers and PP champion to discuss children's targets and how we are supporting them in school. Parents have shared their views on how they would like the funding the support their child and plans have been devised accordingly taking into account child view, parent view, class teacher's view and assessment data. Most children have received bespoke home learning packs from class teachers to ensure the correct academic support has been given at home. The school have provided parent workshops on phonics, Y2 & Y6 SATs and anti-bullying this year.</p>	<p>We will continue to include this in our strategy next year as parent communication is vital in building positive relationships with our PP families. We want to ensure the children and families are getting the support that they require from school and that this is positively impacting the children's school life in terms of academic attainment and the experiences they are offered.</p>	<p>£200</p>
<p>No child misses out on activities, visits or resources.</p>	<p>School provides subsidised trips and educational opportunities to Pupil Premium children, either in part or whole, to ensure that no child misses out on an experience due to financial reasons. Equipment, including uniform, PE kit is purchased by the school if deemed necessary.</p>	<p>High.</p> <p>All PP children were able to attend all school trips provided to them and all took part in 'experience' activities within school. Therefore, no PP child missed out on any of the activities and visits offered. School trips were both partially and fully funded by the PPG throughout the year. All PP children mentioned a school trip or 'WOW day/moment' i.e. party or visitor in their end of year reflection activities as something that they enjoyed this year.</p>	<p>We will continue with this approach next year due to the high impact this had on children's enjoyment in school and the difference this has made to progress. This approach successfully enables all children to join in the activities and therefore enhances their learning and attainment.</p>	<p>£1,133.50</p>

<p>All children develop an extra-curricular interest and are motivated to attend school.</p>	<p>Provide a range of extra-curricular activities and clubs within school and ensure that all PP children attend at least one extracurricular club. Music tuition and instrument hire in place. Additional resources purchased, and new clubs identified throughout the year.</p>	<p>Medium/High.</p> <p>Attendance rates of PP children are good, averaging over the expected 96%, meaning that the children are not having as many gaps in learning due to poor attendance. Progress has been steady. PP children are generally motivated to learn, more so in KS2 than KS1.</p> <p>This year 30% PP children take part in an extra-curricular activity. Children who picked up an extra-curricular activity last year have continued to attend this year.</p>	<p>We aim to double the number of PP children taking up an extra-curricular activity to 60% next year by continuing to offer music tuition, lunchtime clubs, after school clubs, school council and eco-club. However, we will offer a different range of clubs to meet the interests of PP children who do not currently access extra-curricular provision. This will be done through pen portraits and whole school pupil surveys to identify the activities all children would like to have access to.</p>	<p>Music tuition: £440</p> <p>Instrument Hire: £120</p> <p>After school clubs: £198</p>
<p>To ensure pupil are 'Ready to learn' and prepared for the school day.</p>	<p>Access to breakfast club.</p> <p>Access to lunches & snacks.</p> <p>Liaise with parents.</p> <p>Purchase snacks for pupil attending after school clubs.</p> <p>Uniform.</p>	<p>High</p> <p>10% of PP children have chosen to use our breakfast club facility.</p> <p>All children take up FSM and have fruit during break times provided by school.</p> <p>All children who attend after school clubs are offered a snack, benefitting both PP and non PP children.</p> <p>There has been regular communication with class teachers and parents of PP children in their class. This good rapport means that parents/teachers can provide the correct support to ensure children are ready to learn.</p>	<p>We strive to maintain our excellent rapport with parents next year. Additionally, the PP Champion will make an extra effort to build a good rapport with families of all PP children, further opening up this line of communication.</p> <p>There will be further advertisement of the benefit of breakfast club to encourage a higher take up within our PP group. We will especially focus our attention on targeting 1 child who recorded 4 late marks this year to encourage the use of the school breakfast club.</p>	<p>Breakfast club: £487.50</p> <p>TOTAL: £6,600</p>

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk