

Review of Pupil Premium spend 2018-2019			
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)
To reduce the gap between disadvantaged pupils and all pupils at the end of KS1 in Maths.	<p>Maths curriculum has been revised to ensure concepts are taught, revisited and extended.</p> <p>School has bought into Dynamo Maths online, an assessment & intervention programme to address gaps in Maths knowledge & understanding.</p> <p>Gap teaching led by a TA planned for the Summer term ahead of the next academic year.</p>	<p>4 PP children in the cohort. Two children achieved the Expected level. This year our disadvantaged children were in line with disadvantaged children nationally.</p> <p>The previous year the PP cohort was smaller and three of them were working at above Age Related Expectations in Maths.</p>	<p>Dynamo Maths is specific for children with dyscalculia tendencies. A further intervention programme needs to be investigated, that will satisfy the needs of lower prior attaining PP children.</p> <p>Moving forwards, question level analysis is being used to identify gaps and implications. These may be used to inform the next teaching cycle in relation to PP pupils.</p> <p>We will continue to use the revised Maths curriculum because it has been effective.</p>
To support pupil premium children in Year 1 & 2 to ensure current school Reading attainment is	<p>Train a member of staff to deliver reading recovery to a target group of children in school across the year.</p> <p>Out of KS1 pupil premium children in KS1 (total = 10), 30% (3 children)</p>	<p>A member of staff was trained as a reading Recovery qualified teacher. Groups of children from Year 1 or 2 were given daily Reading Recovery sessions for a term and a half (total 8 children per year) of which 3 children were Pupil Premium (38%) 67% of these Pupil Premium children showed sustained gains when reassessed in Year 2.</p>	<p>Reading Recovery is successful but it is limiting because of the eligibility for the programme, which may or may not apply to PP children.</p> <p>Going forwards, we will consider funding a percentage of the cost of Reading Recovery from PP funds.</p> <p>Reading helpers (Beanstalk) will continue to be directed to PP children in Year 6.</p>

<p>maintained or improved.</p>	<p>have received reading recovery so far. So 37.5% of the children receiving Reading Recovery have been PP children Reading helpers directed to read with Pupil Premium children as a priority.</p>		
<p>To improve the attainment of disadvantaged children at KS2 (Total = 12 pp children) in Reading, Writing & Maths.</p>	<p>Gap interventions – Reading, Writing & Maths Year 3 TA in-class support, targeting 1 pupil premium child. BU programme & Thrive programmes implemented to support all children including Pupil Premium children. KS2 (Y3 & 4) pupil premium children (more able) to attend More Able days in Writing & Maths at a local Primary school.</p>	<p>The one child in Year 3 last year is more confident and more able to access learning independently. Gap interventions ran across the year and the Year 3 & 4 PP children attended More Able Writing and Maths days at a local school.</p>	<p>BU and Thrive proved successful approaches and we will continue with the approaches. We will review and consider how we can measure the impact of interventions going forwards.</p>
<p>For children to access support in school to develop their resilience and interest in</p>	<p>Embed growth mindset strategies across the school through use of growth mindset posters, videos (Class Do-jo) assemblies, Castles and displays.</p>	<p>PP children are used to hearing and using the language of growth mindset and can relate this to their own learning. Thrive has had a large impact on targeted children and whole class sessions of Thrive have been successful. The school has a more rigorous approach to Early Help Assessments</p>	<p>Some Growth Mindset strategies that were planned are not yet fully implemented but this will be revisited as part of the Rights Respecting School Award. To use Thrive as a whole school approach and a member of SLT will be trained to ensure it is embedded across the whole school.</p>

<p>learning. Growth mindset strategies are in place across school.</p>	<p>Use of an HLTA for Wellbeing and a Learning Mentor.</p> <p>Subscription costs to Thrive & the cost of the BU programme.</p>	<p>due to the appointment of this post. The HLTA also meets parents to support and provide strategies to meet targeted children's need at home as well as school.</p>	<p>HLTA to train lunchtime staff in the use of the Thrive approach.</p> <p>HLTA to start a parent coffee morning to support parents who are more isolated.</p>
<p>To improve the attendance of pupil premium children.</p>	<p>Use the Wellbeing lead to manage attendance across school.</p> <p>Working with the LA lead on Attendance, review Attendance policy & procedures.</p> <p>Create a section on attendance on the school website & leaflets about attendance for families.</p> <p>Raise the profile of attendance across school & celebrate attendance targets being met.</p> <p>Wellbeing lead to implement Early help Assessments for families where support for good attendance is required.</p> <p>Maintain links with Vision Education, who support school by giving certificates & prizes for 99 & 100% attendance.</p>	<p>New attendance rewards as a whole school approach e.g. Timmy the Owl for the highest attending class every week, reward time at the end of terms.</p> <p>Created an attendance policy with LA attendance lead (Anne Oldham).</p> <p>The implementation of fines for term-time holiday has decreased the amount of term-time holidays.</p> <p>Parents are more aware and talking about attendance on the yard according to governors.</p> <p>One family is involved in an EHA for attendance and their attendance has improved.</p>	<p>Continue with attendance rewards as they have been having an impact on children's desire to improve attendance.</p> <p>Continue to update and review Attendance policy as needed.</p> <p>Maintain the more effective and rigorous systems established in school which have proven to be effective.</p> <p>Maintain the role of attendance lead and continue to support and develop this invaluable role.</p>

ii Quality 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)
To maintain or further improve standards in Reading across school.	To continue to use RWI as our phonics programme and to ensure all relevant staff are fully trained. Continued subscription to online resources.	Overall all children make good progress through RWI and children not making sufficient progress are targeted. The programme has been improved and adapted by school staff to better suit our children's needs.	
	To invest in the breadth of books in the KS1 reading scheme to ensure all children are engaged.	Reading scheme in KS1 has been audited and the gaps in the scheme have been identified.	We are ready to invest this year in appropriate KS1 reading scheme books.
	Train staff to deliver reading recovery & Boosting Reading @ Primary to a target groups of children in school across the year.	3 TAs are trained in BR@P Reading Recovery Teacher is fully qualified and is maintaining CPD and engages parents well.	SLT are aware that BR@P demands a lot of time for a small number of children and will take this into account when timetabling in the future. Continue with Reading Recovery Programme.
	Targeted children to read individually in 'blitz' sessions with whole staff 1 x per week.	Blitz has taken place twice a week and ensures weaker readers are reading regularly and has proven effective.	Continue to use Blitz to target weaker readers 1:1.
	Reading helpers directed to read with targeted children.	We have had a small number of regular reading helpers who read with targeted children but this has been effective.	Try to recruit more regular reading helpers and provide basic training for helpers to make the most of the experience.
	To embed the school's shared reading systems.	School's shared reading scheme continues to be effective and is embedded.	On the back of CPD, a bigger focus on fluency in shared reading has been identified as an area for development in the future.

	<p>Continue using the charity Beanstalk with volunteers hearing readers in Year 5 & 6 for 2 hours per week each child.</p> <p>Deliver the Over & Over project in Nursery.</p>	<p>Beanstalk continues to be very effective. Beanstalk helpers develop strong relationships with their target children.</p> <p>Over & Over has been effective</p>	<p>The structure of Beanstalk sessions has been tweaked to make the most of this resource.</p> <p>A new leaflet to communicate the intended impact of the Over & Over project and our approach to developing Early Reading Skills.</p>
<p>For children to access support in school to develop their resilience and interest in school and learning</p>	<p>Embed growth mindset strategies across the school through use of growth mindset posters, videos (Class Do-jo) assemblies, Castles and displays.</p>	<p>All children are used to hearing and using the language of growth mindset and can relate this to their own learning.</p>	<p>Some Growth Mindset strategies that were planned are not yet fully implemented but this will be revisited as part of the Rights Respecting School Award.</p>
<p>To widen the experiences of pupil premium children.</p>	<p>Forest School sessions for children to enable outdoor learning & cross-curricular opportunities.</p>	<p>All children have at least one Forest School session per half term. Children enjoy the sessions and show enthusiasm for outdoor learning.</p>	<p>If possible, increase the number of sessions per half term and involve the Forest School Practitioner when looking at the opportunities for outdoor education while developing the curriculum. We are also investigating getting an outdoor classroom to make the most of our outdoor provision.</p>