Pupil premium strategy statement 2019-2020: Westoe Crown Primary School

Pupil Premium Information

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).
In the 2019/20 financial year, schools received £1,320 for each eligible primary aged pupil and in 2018/19 financial year the schools they received £1,320 for each child registered as eligible for FSM at any point in the last 6 years.
Schools will also receive £1,900 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30th December 2005, or left under care
- A special guardianship or residential order

More information is available on the Department for Education website: https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings
It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website.
Please see below information regarding how this funding has been spent at Westoe Crown in 2018-2019 and how it will be spent in 2019-2020 and the impact of this funding.

1. Summary Information

School	Westoe Crown Primary School				
Academic Year	2018/19	**Total PP budget**	£163,522	**Date of most recent PP Review**	Termly – SDP Priority 4
Total number of pupils	695	**Number of pupils eligible for PP**	113	**Date for next internal review of this strategy**	11/19
Academic Year	2019/20	**Total PP budget**	£162,480	**Date of most recent PP Review**	Termly – SDP Priority 4
Total number of pupils	687	**Number of pupils eligible for PP**	110	**Date for next internal review of this strategy**	11/20

2. End of Year Attainment 2018/19

Externally reported Assessment	Pupils eligible for PP	School Non PP Pupils	School all pupils	All pupils nationally
2019: End of Key Stage 2 (Year 6) 21/88 disadvantaged				
Year 6 % achieving at the expected standard +/ Greater Depth in reading, writing and maths	52/0	74/18	69/14	65/11
Year 6 % achieving at the expected standard +/Greater Depth in reading	71/17	83/32	81/26	73/27
Year 6 % achieving at the expected standard +/Greater Depth in writing	67/14	94/33	88/29	79/20
Year 6 % achieving at the expected standard +/Greater Depth in maths	62/5	84/30	78/24	79/27
Year 6 % achieving at the expected standard +/Greater Depth in English, grammar, spelling and punctuation	76/29	93/45	89/41	78/36
Year 6 progress score in reading	-0.5	-0.4	-0.4	0.0
Year 6 progress score in writing	-1.0	+0.8	+0.4	0.0
Year 6 progress score in maths	-2.9	-1.2	-1.6	0.0
2019: End of Key Stage 1 (Year 2) 16/88 disadvantaged				
Year 2 % achieving at the expected standard + in reading, writing and maths	38	65	60	64 (2018)
Year 2 % achieving at the expected standard + in reading	63	75	73	76 (2018)
Year 2 % achieving at the expected standard + in writing	56	71	68	68 (2018)
Year 2 % achieving at the expected standard + in maths	69	76	75	75 (2018)

2019: Phonics Screening Check 17/90 disadvantaged pupils				
Year 1 % pass Phonics Check	82	88	87	83
2019: End of Early Years 15/90 disadvantaged pupils				
Rec % achieving a good level of development	50	81	76	72
Rec % achieving early learning goal in literacy	53	81	77	
Rec % achieving early learning goal in maths	53	89	83	

Internal Teacher Assessment tracking July 2019

Whole School Attainment (July 2019)

Year	Reading	Writing	Maths
Age related expectations and above			
1	76%	70%	77%
2	73%	65%	74%
3	70%	59%	75%
4	79%	73%	82%
5	72%	69%	76%
6	84%	87%	84%

Year	Reading	Writing	Maths
Greater Depth			
1	20%	11%	19%
2	28%	14%	30%
3	24%	17%	34%
4	38%	22%	30%
5	35%	26%	38%
6	31%	29%	29%

Whole School Progress (July 2019)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1	90%	88%	90%	27%	22%	20%
2	80%	72%	84%	17%	21%	19%
3	92%	86%	94%	22%	14%	24%
4	97%	94%	96%	30%	33%	22%
5	86%	84%	83%	6%	2%	0%
6	92%	99%	91%	20%	21%	13%

Whole School Disadvantaged Attainment (July 2019)

Year	Reading	Writing	Maths
Age related expectations and above			
1 (17 pupils)	59%	59%	53%
2 (16 pupils)	56%	50%	63%
3 (20 pupils)	65%	40%	80%
4 (12 pupils)	58%	50%	50%
5 (15 pupils)	60%	53%	66%
6 (23 pupils)	74%	74%	70%

Year	Reading	Writing	Maths
Greater Depth			
1 (17 pupils)	6%	6%	12%
2 (16 pupils)	6%	6%	13%
3 (20 pupils)	20%	10%	25%
4 (12 pupils)	33%	17%	17%
5 (15 pupils)	20%	13%	33%
6 (23 pupils)	17%	17%	20%

Disadvantaged Progress (July 2019)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1 (17 pupils)	94%	88%	88%	35%	24%	11%
2 (16 pupils)	63%	56%	87%	6%	25%	25%
3 (20 pupils)	90%	75%	95%	25%	5%	25%
4 (12 pupils)	92%	92%	100%	50%	33%	8%
5 (15 pupils)	93%	87%	100%	7%	13%	0%
6 (23 pupils)	87%	100%	78%	27%	17%	13%

3. 3 Year vision/Strategy for Pupil Premium at Westoe Crown 2019-2022

	Long-term Barriers	***Desired Outcomes***	***Success Criteria Autumn 2020***	***Success Criteria Autumn 2021***	***Success Criteria Autumn 2022***
A	A high proportion of pupil eligible for pupil premium also have identified special needs. Our PP children often struggle with basic concepts and require additional support via interventions/schemes used to raise achievement across subjects, as well as support from outside agencies such as SALT, OT, Ed Psych **– Intervention Support**	The gap between those eligible for PP and others diminishes in all subjects across all year groups and that children make accelerated progress. Children access appropriate interventions and services	Effective early intervention strategies narrow the gap in EYFS,KS1 & KS2 in reading, writing and maths at expected+ standard. The gap in Year 1 Phonics Check diminishes completely	The attainment gaps in EYFS/KS1/KS2 narrows further at the expected standard + The Year 1 Phonics Check gap remains closed. KS1 and KS2 greater depth results show gap is narrowing in all subjects	All gaps have closed or are rapidly diminishing as a result of adult interventions and skills of staff at the expected standard + KS1 and KS2 greater depth results are close to others in all subjects. Anticipate funding will remain in this category as this challenge will always be present.

	Barriers	***Desired Outcomes***	***Success Criteria Autumn 2020***	***Success Criteria Autumn 2021***	***Success Criteria Autumn 2022***
B	**Communication and Language** - Oral language skills in Reception are lower for PP children than for others. This impacts on reading and writing progress in subsequent years and access to other parts of the curriculum	Improved oral language skills for PP children in EYFS	The gap in Communication & Language strand narrows as a result of quality provision/opportunities to develop C&L/interventions delivered under direct of SALT, Early TalkBoost/Talk Boost in EYFS	The gap diminishes in C&L strand by end of Reception Year.	The gap remains closed and impacts positively on gaps in other strands, including literacy and maths in subsequent years.
C	**Emotional Needs** – some of our most vulnerable children need additional emotional support. The children's emotional resilience is low when compared with their peers. These barriers affect the children's learning, therefore we offer a number of mechanisms to support them e.g. Nurture groups, Child & Family Welfare Officer, Mental Health Champion intervention (Mindfulness), LA Emotional Resilience, Child & Heart Sessions	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Pupils take a greater lead in running aspects of school life. Increased participation in Buddying, Eco Council, School Council, Enterprise Clubs, Nurture Clubs, Sporting Clubs Introduction of Digital Leaders	Fully embed/develop various pastoral/citizenship roles in school. Introduce Career aspirations to motivate and improve self-esteem – a careers curriculum to be developed by LOL Bus, Innovation and Enterprise	Continue to develop opportunities to raise aspiration, self-esteem and emotional resilience. The school will continue to purchase additional specialist support as needs emerge with new pupils.
D	**Enrichment** - limited wider experiences and skills is addressed by the delivery of quality delivery of a rich and varied curriculum, where children have the opportunity to experience learning through developing wider skills of enterprise, creativity, educational visits, specialist skills visitors in school.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths. Pupils eligible for PP access the same life	These are vital areas of expenditure for our children as it raises aspirations, improves cultural capital, improves children's knowledge of the wider world and has a significant impact on pupils' academic understanding. These will always be areas of funding for our children and community because it has a positive impact. Enriched curriculum – continue to develop exciting environments e.g. reading village, phonics bus, outdoor playground, enterprise activities (Factories in		

		chances as their peers, participating in school trips and through these first hand experiences apply their new skills for new learning across the curriculum.	KS2/South Tyneside School Market Day), STEM curriculum, Ipads@Westoe, Book Vending machine. Varied educational visits including residential trips to Y4 Berwick/Edinburgh, Y5 London Trip, Y6 Outdoor Activity Residential. Visits to local landmarks, secondary schools science labs, universities Opportunities for visitors – authors, engineers, University, artists, theatre productions.		
E	Impact of **parenting skills, including low attendance,** on pupil outcomes of pupil premium children	Improved rates of attendance for children eligible for pupil premium so that they can access learning. Parents are well supported to meet the educational needs of their children and provide well for children's social, emotional and personal development.	Gap has narrowed/closed both for absence % and PA so that FSM/PP children are in line with school other groups and national. Appointment of new C&FWO to develop positive parenting activities. Programme of family learning workshops/stay and play sessions to be embedded across school. Phonics Specialist to extend work with parents into Reception year.	Ensure gaps remain closed for attendance and further develop opportunities for family learning/parent support via developing C&FWO role. Improved parenting skills impacting on quality of education and learning at home (homework) and school. More children accessing phonics earlier at home.	PP pupils attendance is at least as good, if not better, than their peers. As C&FWO and Phonics Specialist work with parents impacts, improved educational outcomes will improve and gaps to diminish in reading, writing and maths.

Our SDP 2019-20 Priority 4 documents specific actions across school in order to diminish the difference between pupils eligible for pupil premium and other groups. We measure the impact of Pupil Premium bu closely monitoring the quality of teaching and learning and curriculum through learning walks, lesson observations, pupil progress meetings, pupil and parent voice, data, planning and book scrutiny. The overall impact is reported to the Full Governing Board on a termly basis in line with other key priorities in our SDP.

4. Pupil Premium Planned expenditure Academic Year 2019-20

Overview of Planned Spend 2019-20	
School Clubs/Subsidised Visits/Visitors	£10449
Additional Learning Support	£53529
Additional Teacher Support (Phonics/Y4/Y6)	£82148
Family Support (Child & Family Welfare Officer)	£11981
Interventions (Emotional Support/Reading Plus)	£2950
Training	£1423
Total Spend	**£162,480**

£83,571	i) Quality of Teaching for All on PP Strategy 2019/20
£56,479	ii)Targeted Support on PP Strategy 2019/20
£22,430	iii) Other Approaches on PP Strategy 2019/20
£162,480	**Total Spend**

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
A	To ensure PP children make at progress in-line, or above that of their peers in R,W,M by the end of the year through quality first teaching	Employ additional teacher in Y4,Y6 where SEN/PP needs are greatest. 1 Teaching Assistant / Learning Support Assistant in each year group to provide regular support for SEN/PP children during core subjects and afternoon interventions as required. Ensure that IEP targets are broken into achievable short term goals, including both the parents and child in the process Differentiated curriculum is personalised to the needs of individuals.	Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF. EEF small group tuition +4 months. Y6/Y3 Smaller 'sets' enables the curriculum to become more personalised to the needs of children and more targeted to specific gaps/barriers. 2016-19 Teacher Assessment outcomes show significant impact of reducing set sizes on progress and outcomes – attainment gaps diminish and PP group make better progress. EEF is clear that what happens in the classroom makes the biggest difference.	Pupil Achievement Leaders/Leaders of Learning to underake monitoring activities half term. Evaluate impact via SDP Priority 1/2/3/4 termly. Half termly pupil progress meetings will analyse impact and inform future teaching and learning/interventions Staff CPD/Training/Coaching to be delivered by PALs/LOLs/SENCo in weekly staff meetings and INSET days and impact monitored through evidence in planning, book scrutiny and lesson SENCo to review the frequency, timing and quality of interventions so that the correct level of support is in place to ensure the intervention has most impact observation	Good progress is broadly in line with their peers across all subjects, except in Year 1 and Year 3. These cohorts have a high proportion of pp children who have complex SEN needs. Focus will be on these year groups for 20/21. Although some pp are making accelerated progress across most subjects, a higher proportion of pp children need to make accelerated progress, if the attainment gaps are to close further. Progress was generally stronger in Y4 /6 due to use of PP monies to fund additional teachers in those year groups. The rate of progress was also impacted due to school closure 3 weeks prior to the end of spring term. Monitoring the quality of teaching and learning indicated that teaching was at least good, some outstanding across school. IEP tragets were personlised, reviewed regularly and the curriculum offered was well differentiated, pitched at an appropriate level to provide stretch and challenge as well as consolidation of learning.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
		Further develop SEN champion roles so that 'specialist' provision and support using a range of learning support programmes can be used to optimum effect.	1:1 tuition/small group work and personalised learning results in a +5 months gain.EEF. Short, regular sessions (about 20- 30 minutes, 3-5 times a week) appear to result in optimum impact.		SENDCo has developed the roles of Learning Support Assistants through a range of CPD and coaching e.g. ACE, Mental Health/ASD specialisms.
A	To continue to close/fully diminish the attainment gap in phonics To close the gap in reading at KS1 & KS2 at expected and greater depth To narrow gap at KS1 and KS2 in writing at expected and Greater Depth	Current additional 0.5FTE Specialist phonics teacher in KS1 to extend support into EYFS, including parent workshops. Improve the programme of study coverage of 'tricky words' by rolling out Jolly Phonics in EYFS alongside Letters & Sounds Improve opportunities to access challenging comprehension texts, personalised to the ability of the reader – Year 6 to access online Reading Plus app / Lexia for SEN across school To continue to develop SPAG via access to quality online resources linked to homework – Spelling Shed	This has previously eradicated the phonics gap in previous years so that PP children attain similarly to other groups in school and better than nationals (2016-19). EEF small group tuition +4 months. Jolly Phonics scheme introduces sounds at a more rapid pace, alongside sight vocabulary, thereby accelerating reading progress. Research has shown that children using Reading Plus for 6 months are likely to make accelerated progress (12 months increase in chronological reading age). Research indicates that children generally display greater levels of engagement in learning via technology.	EYFS/KS1 PAL to monitor progress of phonics via half termly pupil progress meetings. Monitoring quality of teaching/curriculum by LOL Literacy. Modelling/Coaching/Training delivered by specialist phonics teacher Y6 Pupil Progress Meeting will provide an opportunity for PAL to evaluate impact. Literacy LOL to analyse progress scores in Reading Plus app termly. LOL Literacy/PALs to monitor via monitoring activities described in SDP Priority 2 & 4 SENCO to monitor and evaluate impact of Lexia	Phonics has been a focus in Autumn and spring term with the introduction of Jolly Phonics in EYFS. This has led to improvements to the quality of what was already a godd curriculum offer. Workshops aimed at relevant parents of pp children has closed the gaps. This has been a focus of home learning in summer term. Reading Plus has proven successful, especially as it has continued to used at home during the Coronavirus outbreak. Y6 progress measures show that more pp children made accelertaed progress than their peers. Therefore gaps have generally narrowed by Mar 2020 when the school closed. Spelling shed homework has improved the quality of spelling across school for all groups.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
A	To narrow gap in maths at expected and greater depth	Embed Inspire Maths approach across KS2. Introduce Inspire Maths programme into Year 3 and embed in KS1. Further develop the use of Times Table Rock Stars across school to improve fluency of recall of Multiplication Tables. Increase the use of My Maths app in school and at home to identify knowledge gaps and	The mastery approach is recognised by Dfe as an effective approach to ensure children are mathematically fluent, able to problem solve, justify and reason at a deep level. Having used X table Rock Stars children have generally improved their speed of recall of division and multiplication facts. The use of technology promotes higher levels of engagement in pupils and feedback is immediate.	LOL Maths/PALs will monitor and analyse outcomes half termly. Training/CPD/Coaching provided by LOL/PALs will be tailored to ensure impact is evident. Y4 Multiplication Tables Check 2020 outcomes will evidence impact.	Attainment and progress in maths for pp is at least inline with their peers at the expected+ and greater depth standard for most year groups. The rollout of Inspire maths has been mixed in terms of impact so we will introduce another Dfe recommended scheme next academic year which is more in line with national curriculum. This may be delayed to Coronvirus outbreak. The use of online games XTRR has been a good motivator to improve children's recall of times tables facts, and we were disappointed that the National Multiplication Tables Check was cancelled due to COVID-19.
B	Improved oral language skills for PP children in EYFS	EYFS PAL released for 0.5 to develop opportunities across EYFS provision to promote the acquisition and development of language PAL to model strategies to staff. Continue to rollout Early TalkBoost/TalkBoost/ where appropriate. Learning Support Assistants/TA's to support. SALT action plans to be delivered during session time.	Baseline information on pupils joining Westoe Crown indicates a high % not working at the expected developmental months for Communication and Language strand. Oral language interventions are deemed to provide +5 months impact on pupil achievement. EEF. TalkBoost direct research +6months on completion of programme. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.	EYFS PAL supports EYFS staff with planning and will monitor delivery. EYFS PAL to model and support good practice. Communication and Language data will be regularly analysed (half termly), and monitored via observations and pupil progress meetings (half termly). All children in EYFS are baseline assessed (National Pilot 2019) Children targeted for support and progress monitored by SENCo.	EYFS PAL has developed opportunities to develop C&L, provided training to staff and Chair of Governors (SALT)has supported school well in this aspect. As a result progress is in this strand has been good, despite heavy C&L needs, the vast majority or children are in line with age related expectations. This is a real achievement considering low baseline assessments. Bespoke intervention successful e.g. TalkBoost.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
C	Children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Further develop the accessibility of nurture clubs over lunchtime period for KS1/KS2 children. Encourage PP children to participate in wider responsibilities e.g. School Council/Eco-Council/Buddying/Digital Leaders/Enterprise clubs Children with more complex emotional needs to be referred to Child & Family Welfare Officer (C&FWO) Mental Health Champions trained in school to deliver intervention (Mindfulness), LA Emotional Resilience team/ External agencies to support with complex/extreme pupils SEMH needs. Child & Heart 1:1 Sessions to be delivered to Year 6 PP children with behavioural/emotional needs.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavourial issues can be effective in supporting improvements to their learning. EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled. Reports from external professionals. Meeting notes from parents regarding behaviour/health issues.	Referral system to access lunchtime clubs/activities in place. C&FWO referral route in place and evaluation process in place. SENCo to monitor effectiveness of targeted support provided by external providers such as Child @ Heart, and LA Emotional Resilience Team. SENCo to ensure coaching/training needs of Mental Health Champions are met and impacting on their practice. C&FWO role to be appointed so that there is a handover period in autumn term to ensure continuity of quality support.	A range of activities to promote physical and emotional well-being continue to be well utlised in general. The enterprise clubs/art award clubs are targeted at pp children who can struggle emotionally. Digital Leaders has been a new initiative this year, mixing children with those that are both emotionally strong with those that are vulnerable – all children have risen to the challenge of increased responsibility for looking after technology devices across school. Focused small groups/1:1 have benefitted from specialist support from LA emtional resilience team and Child @ Heart 'counsellors'. C&FWO position was permanently filled in time for spring term. The new postholder has been on a number of courses and has developed this role to continue to provide excellent support to children and their families, particularly evident during the Coronavirus outbreak.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
D	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and maths.	Enriched curriculum – continue to develop exciting environments e.g. reading village, phonics bus, outdoor playground, enterprise activities (Factories in KS2/South Tyneside School Market Day), STEM curriculum, Ipads@Westoe, Book Vending machine. Varied educational visits including residential trips to Y4 Berwick/Edinburgh, Y5 London Trip, Y6 Outdoor Activity Residential. Visits to local landmarks, secondary schools science labs, universities Opportunities for visitors – authors, engineers, University, artists, theatre productions. Offer a variety of before/after school clubs to promote higher levels of engagement in sporting and social activities.	Pupils eligible for PP access the same life chances as their peers, participating in school trips and through these first hand experiences apply their new skills for new learning across the curriculum. Evolve Risk Assessment evaluations. Impact on curriculum, for example in writing recounts about visits – purpose for writing to improve children's experience of the world.	Tracking and evaluating experiences will occur to ensure all visits and visitors are purposeful and experiences are progressive. An evaluation of each trip will be undertaken by the group leader on EVOLVE system. Leader of Learning Business Innovation and Enterprise will monitor and evaluate enriched curriculum offer and provide training/model for other staff across school. Extended School Co-Ordinator will analyse participation and act upon pupil/parent voice to ensure our extra-curricular offer is engaging and varied. Leader of Learning Science and Leader of Learning Computing will provide training for effective implementation of STEM and Ipads @ Westoe initiatives.	From Sept 2019 – March 2020 118 external visits have been arranged to a variety of places and activities including local ladmarks, museums, universities, secondary schools, sporting activities. These experiences enrich the lives of all children, especially pp children. For example, Y3&4 visited a mock 'Co-Op' store to undertake enterprise activities which had good impact on maths and literacy outcomes. LOL Science and Business, Innovation and Enterprise have developed an enriched curriculum, which is used to provide more aspirational opportunities for pp children e.g. Arts qualifications/clubs, science club, careers curriculum visits. STEM fortnight is an inspiring fortnight for children to engage with enigineers. The Ipad initiative did not proceed due to lack of interest from parents. Residential trips to London/Outdoor activities were cancelled/postponed due to COVID -19.

	Desired Outcomes	Action	Evidence Source/Rationale	How will you ensure it is implemented well?	Evaluation (Summer 2020)
E	Improved rates of attendance for children eligible for pupil premium so that they can access learning. Parents are well supported to meet the educational needs of their children and provide well for children's social, emotional and personal development.	In September 2019, CFWO to arrange face to face meetings with parents of pupils with low attendance in 2018/19. Agree targets for improvements. CFWO to evaluate the effectiveness of current practices – letters, phone calls, home visits. Review current incentives for attendance – assembly awards, website. Ask children what would motivate them to improve attendance – bespoke incentive to child e.g. pie in Head Teacher's face! Provide lots of opportunities for parents to engage in learning – EYFS Learning Journals/Play & Stay Sessions KS1/KS2 Family Learning days Phonics Parent and Child sessions on Phonics Bus C&FWO to offer Early Help type support/positive parenting strategies. SEN Parent Support Network Meeting	Evidence of positive impact of role of Family Support Officer on attendance from 5 Year Reaching Communities Project which ended in Aug 2016. Overall attendance and persistent absence are at least in line with nationals, however, there remains an in school gap for PP children when compared to others. More work is required to close this gap. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Parent engagement, their personal levels of basic literacy and numeracy skills have been shown to affect pupils' success and attitude towards school and learning to create lifelong learners. Parents from some lower income families who are eligible for pupil premium face many challenges in their own lives. This can sometimes impact on their own parenting skills which in turn impacts on the outcomes for their own children.	HT/Link Governor/Operations Manager fortnightly analysis of attendance data and action plan review to ensure timely intervention occurs to improve any attendance issues. PALs to plan appropriate Family Learning activities/events in school across all year groups, particularly aimed at PP parents. Target parents selectively, matching workshops closely to parents' /children's needs. Review attendance levels at workshops/drop ins. CFWO job description and appraisal targets will ensure accountability is in place to secure good practice for supporting parents and improving attendance.	Attendance is monitored very closely by C&FWO. A range of actions have been taken to promote attendance in school, including phone calls, home visits, letters, transport children if necessary. 2019/20 absent figures for pp children (Sept-Feb) had improved compared to 2018/19 as a result. The C&FWO has continued to monitor disdavantaged/vulnerable attendance at childcare since COVID-19 outbreak with excellent success. Initially attendance in childcare was low (only 1 child), however by May this had risen to 11 attending. The C&FWO ensured school meals, home learning packs were delivered to homes of all pupils without access to online home learning. C&FWO is performing the duties in her job description to an excellent standard. Further work and attention is required to improve access to digital devices for pp children, expecially if COVID-19 continues to resultin more home learning.

5. Review of expenditure			
Previous Academic Year 2018/19	**Budget allocation: £163,522**		
i. Quality of teaching for all	**ii) Targeted Support**	**iii) Other Approaches**	
Desired outcome	**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**
A To improve the percentage of pp pupils attaining at the expected level+ in reading, writing and maths, particular focus on pupils with high mobility To increase to proportion of pp pupils achieving high scaled score/ greater depth in reading, writing and maths, particular focus on pupils with high mobility .	SC partially met/ targets were too challenging and variable outcomes EYFS Exp R77% W 73% ;KS1 Exp R 75% W 70%;KS2 Exp R 80% W 80% Year R – Increase GLD to above national. Gap to be diminished for pp pupils to within 10% Year 1 – whole cohort R 80% W 75.Gap to close for all subject areas to within 20% for pp pupils. Year 2 – whole cohort R 80% W 73. Gap to close within 15% for pp pupils. Year 3 – whole cohort R 75% W 70%. Ensure gap is within 15%. Year 4 – whole cohort R 85% W 80. Gap to close for R, W and M within 15% for pp pupils. Year 5 – whole cohort R 85% W85%. Gap to close for all subjects within 15% Year 6 – whole cohort 80% to be working at expected standard In reading and 40% at greater depth. In writing 85% working at expected standard and 30% at greater depth. Gap to close for all subject areas to within 5% for pp pupils. High mobility pp pupils make similar rates of progress as other groups Effective impact again in Year 6 as the vast majority made at least good progress and the cohort performed above nationals in reading, writing and maths combined at expected standard and at greater depth. However, the gap has widened since 2018 due to STA granting special consideration and adjusting test results for whole 2018 cohort.	Many of our pupils eligible for PP also have complex special needs and progress may have been hampered by too many interventions/changes to assessment tasks being delivered in a short period of time. Learning is that sometimes less is more! Staff absence in Year 3 in spring term slowed down progress as continuity in staffing is essential for this cohort which is heavy with pupils with SEN. Autumn/summer term's progress measures were encouraging and demonstrated good impact so we will continue with an additional teacher in Year 4 in 2019/20 Phonics remains above national and additional teaching resource has had positive impact over a 3 year period.	i)£76,193 ii)£47,070 iii)£40,259

Desired outcome	**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**
A To improve speed, fluency, recognition of higher level vocabulary and inference/deduction skills when reading. To improve writing outcomes by using more adventurous vocabulary, and acquiring secure knowledge of basic spelling, punctuation and grammar. To reduce the impact of low speech and language skills in EYFS and KS1.	As above plus: Reading journals, guided reading assessments, reading summative assessments, comprehension and reading activities show children have a greater depth in understanding of text. More adventurous vocabulary, accurate spelling, punctuation and grammar evident in writing across all areas of the curriculum SPAG interventions and teaching is impacting on standards by the end of Year 6 where attainment is strong at Greater Depth and expected standard. However, writing attainment continues to be lower than other subjects at expected standard in most year groups, and particularly for disadvantaged pupils.	The vast majority PP children with poor communication and language skills in EYFS made outstanding progress as the interventions and the provision to develop C&L is very good. SENCO/EYFS PAL continue to provide an excellent bespoke curriculum, following the recommendations of external professionals such as SALT. As we are getting more 'external admits' into Reception year, arrangements are in place to part release PAL EYFS to develop the provision in Reception year in 2019/20. The introduction of Reading Plus in Year 6 and more challenging comprehension texts in KS2 has had variable impact. PALs need to focus their attention on improving the practice in those classes where progress has not accelerated as much. PAL's to concentrate on improving attainment in writing, monitoring and improving outcomes especially in KS1.	See above
C To improve rates of progress of pp pupils who also have additional needs/SEN	Increase the proportion of pp pupils with SEN/additional needs attaining ARE: Y1 – 3 pp pupils with SEN/Additional Needs Y2 – 2 pp pupils with SEN/Additional Needs Y3 – 5pp pupils with SEN/Additional Needs Y4 – 2 pp pupils with SEN/Additional Needs Y5 – 4 pp pupils with SEN/Additional Needs Y6 – 3 pp pupils with SEN/Additional Needs At least 80% of disadvantaged pupils with SEN/Additional Needs make good progress in reading, writing and maths	Some of our PP children have very complex SEN and reaching ARE in any core subject area is extremely difficult due to limitations in cognition. The success outcomes appear variable due the varying complexity of needs in different cohorts. Learning is to carefully consider the needs of the child so that progress is maximised and set progress targets realistically.	

Desired outcome	**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**
D/E To increase parental engagement and pupil attendance as well as supporting parents with strategies on how they can help their children with learning and keeping children safe	The attendance gap between disadvantaged children and the rest of the school narrows. 2018/19 figures for absence and PA have improved on 2017/18 however there is still a gap to be addressed. Attendance at workshops indicates parental engagement. Stay and Play in EYFS; Drop in Sessions/Phonics workshops (Wed-Fri); Family Learning Programme aimed at PP parents rolled out across school including maths cafes, literacy workshops. Attendance very good in all year groups except Year 5 – will remain a focus in 2019/20. Attendance at Parents' Evening 100% for almost all classes. Almost all evaluations following family learning events were extremely positive. Child and Family Welfare Officer support and early intervention for pp pupils where attendance is below 96% improves pp pupils attendance and narrow s the gap to below 2%.	Strategies deployed were extremely effective and would continue with these approaches. CFWO to develop more bespoke sessions for parents who have less well-developed parenting skills and engage less well with school e.g. Year 6 2019.	See above