Pupil premium strategy statement

1. Summary information

School	Westoe Crown Primary School				
Academic Year	2018/19	**Total PP budget**	£163,522	**Date of most recent PP Review**	9/18
Total number of pupils	697	**Number of pupils eligible for PP**	113	**Date for next internal review of this strategy**	11/19

2. End of Year Attainment 2017/18

EYFS End of Year (89)	*PP Pupils(14 pupils)*	*Non-PP Pupils (75 pupils)*	*Gap*	*National*
Good Level of Development	***57.1%***	***74.7%***	***-19.6%***	***72%***
3/14 disadvantaged pupils are recorded on SEN register under the category of School Support (2) and School Support Plus (1)				

Year 1 Phonics (90)	*PP Pupils(13 pupils)*	*Non-PP Pupils (77 pupils)*	*Gap*	*National*
Phonics Screen Check Pass	***92.3%***	***88.3%***	***+4.0%***	***83%***

Year 1(90)	*PP Pupils (13 pupils) At or above the expected standard*	*Non- PP Pupils (77 pupils) At or above the expected standard*	*Gap At or above the expected standard*	*National At or above the expected standard*	*PP Pupils (13 pupils) At greater depth*	*Non- PP Pupils (77 pupils) At Greater Depth*	*Gap At Greater Depth*	*National At great depth*
Reading	*69%*	*79%*	*-10%*	*N/A*	*8%*	*17%*	*-9%*	*N/A*
Writing	*54%*	*65%*	*-11%*	*N/A*	*0%*	*5%*	*-5%*	*N/A*
Maths	*46%*	*75%*	*-29%*	*N/A*	*15%*	*19%*	*-4%*	*N/A*
2/13 disadvantaged pupils are recorded on the SEN/AEN register under the category of School Support.3 pp pupils admitted into school during KS1below ARE								

End of KS1 (Year 2)	*PP Pupils (16 pupils) At or above the expected standard*	*Non- PP Pupils (72 pupils) At or above the expected standard*	*Gap At or above the expected standard*	*National At or above the expected standard*	*PP Pupils (16 pupils) At greater depth*	*Non- PP Pupils (72 pupils) At Greater Depth*	*Gap At Greater Depth*	*National At great depth*
Reading	*75%*	*69%*	*+6%*	*TBC*	*13%*	*24%*	*-11%*	*TBC*
Writing	*69%*	*63%*	*+6%*	*TBC*	*6%*	*17%*	*-11%*	*TBC*
Maths	*94%*	*74%*	*+20%*	*TBC*	*13%*	*26%*	*-13%*	*TBC*
RWM	*64%*	*62%*	*+2%*	*TBC*	*6%*	*14%*	*-8%*	*TBC*
5/15 disadvantaged pupils are recorded on the SEN/AEN register under the category of School Support (4 pupils) and EHCP (1 pupil).5 pp pupils admitted during KS1.								

Year 2 Phonics (88)	PP Pupils(16 pupils)	Non-PP Pupils (72 pupils)	Gap	National
Good Level of Development	100%	95.9%	+4.1%	

Year 3(89)	PP Pupils (15 pupils) At or above the expected standard	Non-PP Pupils (74 pupils) At or above the expected standard	Gap At or above the expected standard	National At or above the expected standard	PP Pupils (15 pupils) At greater depth	Non- PP Pupils (74 pupils) At Greater Depth	Gap At Greater Depth	National At great depth
Reading	73%	69%	+4%	N/A	33%	24%	+9%	N/A
Writing	67%	72%	-5%	N/A	20%	19%	+1%	N/A
Maths	87%	81%	+6%	N/A	27%	31%	-4%	N/A
2/15 disadvantaged pupils are recorded on the SEN/AEN register under the category of School Support. 2 pp pupils admitted during KS2, 1 not meeting ARE.								

Year 4(87)	PP Pupils (14 pupils) At or above the expected standard	Non-PP Pupils (73 pupils) At or above the expected standard	Gap At or above the expected standard	National At or above the expected standard	PP Pupils (14 pupils) At greater depth	Non- PP Pupils (73 pupils) At Greater Depth	Gap At Greater Depth	National At great depth
Reading	57%	85%	-28%	N/A	14%	42%	-28%	N/A
Writing	57%	82%	-25%	N/A	14%	27%	-13%	N/A
Maths	64%	85%	-21%	N/A	29%	53%	-24%	N/A
4/14 disadvantaged pupils are recorded on the SEN/AEN register under the categories of School Support (2 pupils), School Support Plus (2 pupils). 5 pp pupils admitted during KS2, 3 not meeting ARE.								

Year 5(87)	*PP Pupils (24 pupils) At or above the expected standard*	*Non-PP Pupils (63 pupils) At or above the expected standard*	*Gap At or above the expected standard*	*National At or above the expected standard*	*PP Pupils (24 pupils) At greater depth*	*Non- PP Pupils (63 pupils) At Greater Depth*	*Gap At Greater Depth*	*National At great depth*
Reading	*75%*	*87%*	*-12%*	*N/A*	*29%*	*37%*	*-8%*	*N/A*
Writing	*71%*	*84%*	*-13%*	*N/A*	*17%*	*25%*	*-8%*	*N/A*
Maths	*83%*	*90%*	*-7%*	*N/A*	*17%*	*35%*	*-18%*	*N/A*
3/24 disadvantaged pupils are recorded on the SEN/AN register under the category of School Support Plus. 5 disadvantaged pupils admitted during KS2 3 not meeting ARE.								

Year 6(87)	*PP Pupils (24 pupils) At or above the expected standard*	*Non-PP Pupils (63 pupils) At or above the expected standard*	*Gap At or above the expected standard*	*National At or above the expected standard*	*PP Pupils (24 pupils) At greater depth*	*Non- PP Pupils (63 pupils) At Greater Depth*	*Gap At Greater Depth*	*National At great depth*
Reading	*72%*	*80%*	*-8%*	*75%*	*40%*	*41%*	*-1%*	*28%*
Writing	*68%*	*76%*	*-8%*	*78%*	*8%*	*25%*	*-17%*	*20%*
Maths	*72%*	*80%*	*-8%*	*76%*	*20%*	*29%*	*-9%*	*24%*
GPS	*68%*	*83%*	*-15%*	*78%*	*28%*	*39%*	*-11%*	*34%*
RWM	*68%*	*71%*	*-3%*	*64%*	*4%*	*16%*	*-12%*	*10%*
8/25 disadvantaged pupils are recorded on the SEN/AN register under the category of School Support (3 pupils), School Support Plus (3 pupils) and EHCP (2 pupils). 6 disadvantaged pupils admitted during KS2 4 not meeting ARE.								

Average Progress Measures: All Pupils

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	**-2.5**	**-2.0**	**+1.2**
Average progress writing	**+1.0**	**+1.1**	**-0.2**
Average progress maths	**-2.4**	**-1.4**	**+0.9**

Average Progress Measures: Disadvantaged Pupils

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	**-1.9**	**-2.1**	**+2.0**
Average progress writing	**+0.9**	**+1.6**	**-0.4**
Average progress maths	**-3.2**	**-0.9**	**+1.0**

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Those children below ARE and premium pupils access SEND support. Generally, gaps are widest in literacy and at greater depth standard in all subjects in all year groups (except Y3). High mobility (educated at more than 1 primary school during a key stage) usually impacts on outcomes in Reading, Writing and Maths.
B.	Children have a poor range of vocabulary and enter school with significant delay in their communication and language skills and often lack reading experiences and this impacts on: reading fluency and their ability to infer/deduce meaning; quality of writing.
C.	The school have a higher proportion of pupils with additional needs/SEN who are also entitled to pupil premium. This impacts significantly on attainment outcomes

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Disadvantaged children who do not reach ARE are more likely to have had some input from social services (Child Protection, Child in Need, Early Help, Special Guardianship, LAC)
E.	Free School Meal attendance is lower than non-free school meal attendance

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
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	Mobile pp children make similar rate of progress as non-mobile pp children in KS2 Diminish difference between disadvantaged and other groups through accelerated progress: EYFS Exp R77% W 73% N79% KS1 Exp R 75% W 70% M 77% KS2 Exp R 80% W 80% M 80% RWM 71% Year R – Increase GLD to above national. Gap to be diminished for disadvantaged children to within 10% Year 1 – whole cohort R 80% W 75% M 80% Gap to close for all subject areas to within 10% for disadvantaged pupils at expected+ and greater depth. Year 2 – whole cohort R 80% W 73% M 78% Gap to close within 5% for disadvantaged pupils at expected+ and greater depth. Year 3 – whole cohort R 75% W 70% M 80% Ensure gap remains closed at expected + and close to within 5% at Greater Depth standard. Year 4 – whole cohort R 85% W 80% M 85% Gap to remain closed.. Year 5 – whole cohort R 85% W85% M 85% Gap to close for all subjects within 15% for disadvantaged pupils at expected standard and greater depth. Year 6 – whole cohort 88% 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 and maths at 90% at expected standard and 35% greater depth. Gap to close for all subject areas to within 5% for disadvantaged pupils.

B.	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	Differences diminish in Reading and Writing at the expected level+. Higher proportion of PP pupils achieve Greater Depth/Higher Scaled Score:- 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 disadvantaged children to within 10% Year 1 – whole cohort R 80% W 75.Gap to close for all subject areas to within 10% for disadvantaged pupils. Year 2 – whole cohort R 80% W 73. Gap to close within 5% for disadvantaged pupils. Year 3 – whole cohort R 75% W 70%. Ensure gap remains closed. Year 4 – whole cohort R 85% W 80. Gap to close for R, W and M within 5% for disadvantaged pupils. Year 5 – whole cohort R 85% W85%. Gap to close for all subjects within 15% for disadvantaged pupils. Year 6 – whole cohort 88% 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 disadvantaged pupils. 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.

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 – 30% meet ARE Y2 – 2 pp pupils with SEN/Additional Needs – 50% meet ARE Y3 – 5pp pupils with SEN/Additional Needs - 40% meet ARE Y4 – 2 pp pupils with SEN/Additional Needs – 50% meet ARE Y5 – 4 pp pupils with SEN/Additional Needs – 50% meet ARE Y6 – 3 pp pupils with SEN/Additional Needs – 30% meet ARE At least 80% of disadvantaged pupils with SEN/Additional Needs make good progress in reading, writing and maths
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, impacting positively on the attainment gap. 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. 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%. At least 80% of disadvantaged pupils identified with child protection/welfare concerns make at least good progress

5. Planned expenditure

Academic year	2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Differences diminish in Reading and Writing at the expected level+. Higher proportion of PP pupils achieve Greater Depth/Higher Scaled Score:- 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 10% for pp pupils. Year 2 – whole cohort R 80% W 73. Gap to close within 5% for pp pupils. Year 3 – whole cohort R 75% W 70%. Ensure gap remains closed. Year 4 – whole cohort R 85% W 80. Gap to close for R, W and M within 5% for pp pupils. Year 5 – whole cohort R 85% W85%. Gap to close for all subjects within 15% for pp pupils. Year 6 – whole cohort 88% 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.	Reduce class sizes for maths and literacy and increase adult support (additional teacher / HLTA in Y6 and Y3 / Lower ability pupils in small set for numeracy /literacy (max 12.) Specialist phonics teacher to work across KS1. 1 TA in each year group to support pp children Additional time sessions for small group/1:1 reading for less fluent readers/rehearsal practice of maths basic skills Embed summative assessment opportunities in KS2 for Reading and Maths and plan more timed-based activities in daily lessons. NFER summative tests to be purchased and use summative assessment information as well as teacher assessment information when planning future learning. Reading- whole class high quality texts to be read by pupils. Quality comprehension tasks. Target setting.	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. 2016-18 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.	• Appoint/deploy additional teachers/HLTA staff in KS1 phonics Y6 and Y3 • Create additional learning space/classroom for Y3 teacher by converting ICT suite. • Termly / Half termly summative tests analyses • Lesson observations and intervention impact • Half termly pupil progress analyses and focus on high mobility pp pupils • Evaluate impact via SDP Priority 1/2/3 • Staff CPD/Training/Coaching to be delivered in weekly staff meetings and INSET days and impact monitored through evidence in planning, book scrutiny and lesson observation	Leaders of Learning Pupil Achievement Leaders Head Teacher/ Deputy Headteacher	• Half termly – pupil progress • Weekly monitoring feedback by Leaders of Learning/Pupil Achievement Leaders in relation to work/planning/lesson observations • Termly evaluation of SDP Priority 4 by PALs

	Writing – challenging writing teaching sequences to be further embedded in all classes with greater consistency in quality of handwriting and high expectations for spelling accuracy. Maths - phased roll out of Inspire maths in KS1 to provide greater challenge and depth of learning.				
A To ensure quality first teaching for all by increasing the quality and focus of CPD	Staff training: Inspire Maths (CPA) Moderation/Accurate TA Summative Assessment Afl/NFER toolkit analyses Independent Learning/Differentiation TalkBoost Training 1st Class @number Training Planning for impact driven intervention / adult support in class Spelling and Handwriting Training LA Literacy Consultant	Promoting independence and resilience are key qualities which are being developed so that children are better prepared to sit summative tests at the end of KS2. Embed summative assessment cycle using NFER tests in KS2. Teachers to use analyses to plan for gaps in learning. This was evident when children took Reading and Maths KS2 National Curriculum Tests. Further internal and external moderation to help teachers to accurately assess children using Rising Stars assessment framework.	• CPD/Coaching evaluations • Impact of training evident in planning, children's work and practise in lesson observations • Appraisal targets • Impact evident in Reading/Maths test results	Leaders of Learning Pupil Achievement Leaders Head Teacher/ Deputy Headteacher	• Appraisal reviews • Weekly monitoring work scrutiny/planning scrutiny) as part of monitoring cycle and feedback to staff • Termly evaluation of SDP Priority 1

B 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	Guided reading to account for gaps in understanding strands (focus on inference and deduction) Discrete weekly comprehension lesson evaluation to inform daily guided reading Daily SPAG lessons to address spelling errors at a personalised level. Statutory spelling lists for Y1/2,Y3/4,Y5/6 to be covered in more depth with allocation of spellings to individual year groups rather than 'skim and revisit' in the following year approach. Ensure pupils are exposed to high quality, rich vocabulary texts. Coaching opportunities and feedback from work scrutiny/lesson observations to drive improvements in the teaching of reading Interventions to be delivered more frequently to smaller groups Speech and Language development targeted in EYFS – early TalkBoost/TalkBoost and Speech & Language personalised programmes to be delivered by EYFS/KS1 staff	Use of summative testing analyses should ensure more personalised curriculum planning and delivery meaning that the needs of almost all of the learners are met by quality first teaching, reducing the numbers of children requiring intervention. For those who require intervention, more regular daily intervention rather than once/twice per week may have better impact. More opportunities for timed reading and comprehension activities evident in planning KS1 interventions/TA support are more centred around the child and delivered wherever possible by the same TA to provide continuity resulting in better impact on reading outcomes for PP children. Exposure to high quality texts, rich in vocabulary will develop children's deeper understanding of texts 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.	• Analyse and evaluate termly/half termly Reading tests • Half termly pupil progress analyses • Weekly monitoring planning, book scrutinies • Intervention tracking sheets • CPD/Training/Coaching to be delivered in weekly staff meetings and INSET days and impact monitored through evidence in planning, book scrutiny and lesson observation	Leaders of Learning Pupil Achievement Leaders Head Teacher/ Deputy Headteacher	• Half termly – pupil progress • Weekly monitoring feedback by Leaders of Learning/Pupil Achievement Leaders • Termly evaluation of SDP Priority 1, 2 & 4

C To improve rates of progress of pp pupils who also have additional needs/SEN	- 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 - 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 - 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.	• Analyse and evaluate termly/half termly Maths tests • Half termly pupil progress analyses/Termly SEN review • Weekly monitoring planning, book scrutinies • Intervention tracking sheets • CPD/Training/Coaching to be delivered in weekly staff meetings and INSET days and impact monitored through evidence in planning, book scrutiny and lesson observation	Leaders of Learning Pupil Achievement Leaders/ SENco Head Teacher / Deputy Headteacher	• Half termly – pupil progress • Weekly monitoring feedback by Leaders of Learning/Pupil Achievement Leaders • Termly evaluation of SDP Priority 3
				Total budgeted cost	**£76,193**

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

ABC To support children who are not meeting age related expectations in reading, writing and maths interventions	Interventions delivered across all year groups by full time TA allocated to Y1-Y6 year groups. Additional Y3&6 HLTA/Teacher s and KS1 Phonics teacher deliver interventions informed by set teachers' evaluation 1st Class @Number Interventions in LKS2 Achieve 3000 (Interactive Online Comprehension Toolkit Y5/6) Project X Reading intervention Plus 1/Power of 2 My Maths YR-Y6 targeted interventions /booster sessions daily before/after school delivered by year groups TA's Y5/6 My before school club Y6 National Curriculum Test Booster sessions Targeted interventions delivered before/after school day across all year groups.	Research (NFER) indicates that paired/small group additional teaching had an impact of 18.8% School tracking of intervention also shows a positive impact, particularly in preparation for tests in Y6 Teacher Assessments demonstrated good progress for the vast majority of pp in 2017-18. EEF +4 months gain – research indicates that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than any other approaches to early reading. 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.	• Evaluate effectiveness of interventions half termly through book, data and lesson scrutiny • Ensure pupils' needs identified are matched to type/frequency of intervention • Attendance of out of school hours interventions	Leaders of Learning Pupil Achievement Leaders SENco Head Teacher / Deputy Headteacher	• Half termly – pupil progress • Weekly monitoring feedback by Leaders of Learning/Pupil Achievement Leaders • Termly evaluation of SDP Priority 1,2,3,4
B To support EYFS/KS1 children to attain a good level of development in early oracy, phonics and reading skills	Additional 0.6FTE KS1/Reception Phonics Intervention Teacher to support children and to provide: Specialist training to Teachers/TA's TalkBoost to develop early language skills	This approach has been tried and tested in school with consistently good impact on outcomes for the past 3 years. Rapid progress in communication and language has been evident and Y1 Phonics Screen check has been consistently well above nationals over past 3 years. Oral language and reading comprehension 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.	• Good quality training • Lead KS1 Phonics intervention teacher to use teachers' assessment data to accurately plan interventions, matching learners' needs	KS1 Pupil Achievement Leader Leader of Learning Literacy	• Half termly – pupil progress • Weekly monitoring feedback by Leaders of Learning/Pupil Achievement Leaders • Termly evaluation of SDP Priority 1,2,4
				Total budgeted cost	**£47,070**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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	Employ Child & Family Welfare Officer to monitor and improve pp children's attendance and help parents to support children's personal social and emotional needs as well as academic needs More offers of parental / bespoke workshops: EYFS: Stay and Play in Nursery and Reception Early Talkboost/ Home Reading Sacks Parents as Partners Workshops in Reception Reception/KS1 Phonics Drop in Sessions (Wed-Fri 8.30am – 9am; 3.00pm-3.45pm) Parents and Children Phonics bespoke workshops during school day Parents to volunteer to read with children in school – The Reading Army. Inclusion of parent/teacher dialogue sheet with weekly homework activities, including Mathletics Revision of calculation policy with visual representations of mathematical methods	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 is above the national average, however, there remains an in school gap when compared to others. More work is required to close this gap. 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	• Target parents selectively, matching workshops closely to parents' /children's needs • Attendance levels at workshops/drop ins	Child & Family Welfare Officer School Operations Manager/ Head Teacher/ Deputy Head Teacher	• Weekly Welfare and attendance monitoring and supervision meetings with C&FWO • Workshops/events to be evaluated upon completion
To increase the opportunities for children to read/write and use maths skills in recreational times	Provide enriched provision beyond the classroom environment: Use of Reading Village (6 Timber houses) in playground for children to access during recreational times, stocked with current texts to promote interest and enjoyment of reading and writing. Use creative outdoor learning spaces such as double decker library/phonics buses Further develop STEM, Enterprise skills, creating bespoke 'Factory/Workshop' and real-life contextual learning experiences. Lunchtime/After school clubs include SPAG, Chatterboxes, Westoe View Newspaper, Crown Jewels Factory, Mug making factory.	Contextual, relevant learning spaces motivate and enthuse children to develop their basic skills. The participation in enterprise clubs is high across KS2 and this provides purposeful learning context during recreational times, particularly aimed at pp pupils. An enriched outdoor provision provides opportunities for children to develop a love of learning, reading for enjoyment and practical application of mathematical skills.	• Use of Reading Village • Attendance of clubs • Engagement/pupil voice in relation to STEM activities	Pupil Achievement Leaders Leaders of Learning	• Termly

To develop the whole child through broadening their real-life experiences	Supporting lunchtime/after school clubs, including those developing self-esteem, personal, social and emotional development: Chatterboxes, Nurture Club, Homework Club, Glee Club, Football Club, Little Rescuers, Multi-Skills, Judo, Westoe View Newspaper, Mini-Chefs, SPAG club, French Club. Weekly Y6/7 Transition Club Support educational visits and curriculum to broaden experiences and engagement	Increasing pupils' engagement and enjoyment of school will lead to an increased likelihood of engagement at home and improved results in school. Range of successful educational visits last year to launch topics and opportunities to participate in residential visits e.g. Y6 Dukes House Wood, Y5 London Visit, Y4 Edinburgh Visit	• Attendance at extra-curricular clubs • Levels of pupil engagement and interest	School Operations Manager/Head Teacher	• Termly
				Total budgeted cost	**£40,259**

6. Review of expenditure

Previous Academic Year		**Budget allocation: £202,179**		
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** **(i)**

A 75% Y6 PP children to meet expected outcomes in reading and maths 2018 (19% increase compared to 2016) Mobile pupil premium children make similar rates of progress as others	Reduce class sizes for maths and literacy and increase adult support (additional teacher / HLTA Y6/ Lower ability pupils in small set for numeracy /literacy (max 12.) 1 TA in each year group to support pp children Additional time sessions for small group/1:1 reading for less fluent readers/rehearsal practice of maths basic skills Introduce more summative assessment opportunities in KS2 for Reading and Maths and plan more timed-based activities in daily lessons. Use Reading and Maths summative assessment information as well as teacher assessment information when planning future learning	The vast majority of mobile pupils made similar rates of progress from start points as other groups. 2017/18 KS2 outcomes for all pupils improved in all subjectsat the expected+ standard, except for writing and significantly improved in all subject areas at greater depth. 80% met the expected standard+ in Reading and Maths, 41% met Higher Scaled Score in Reading and 29% in Maths. XX% Y6 PP pupils met the expected standard+ in Reading XX% Y6 PP pupils met the High Scaled Score in Reading XX% Y6 PP pupils met the expected standard+ in Maths XX% Y6 PP pupils met the High Scaled Score in Maths	Reducing class size in Y6 had very good impact on progress during this year and outcomes were much improved overall compared to previous year. Overall progress measures were positive for KS1/KS2. This approach will continue and is to be extended to Y3 in Year 2018/19 to promote accelerated rates of progress as this cohort has a high proportion of pupils have complex needs.	**£63542**
A To narrow the gaps in the performance of PP children in reading and maths across the school	Pupil Progress meetings analyse the performance of all groups of children half termly. Termly summative testing for Y2/4 and half termly summative assessments for Y5/6 to be undertaken and outcomes used to monitor progress and plan interventions/ adapt future learning to address gaps	See Page 1-3 for outcomes/attainment gaps. All gaps narrowed as the year progressed, however, some year groups ((Y2&3) had better results than other year groups. This was largely due to pp pupils being admitted from other schools during KS2.	Although attainment gaps narrowed in reading and maths across all year groups at the expected+ standard, school struggle to narrow the gaps at greater depth/high scaled score. More focus needs to be given to increase the proportion of pp pupils attaining greater depth – more pre-teaching/additional support for pp pupils who have the potential to achieve the higher standard will be given in 2018/19	

A To ensure quality first teaching for all by increasing the quality and focus of CPD	Staff training: Inspire Maths (CPA) Moderation/Accurate TA Summative Assessment Afl/Rising Stars Toolkit Analysis Independent Learning/Differentiation TalkBoost Training 1st Class @number Training	Inspire Maths Programme rolled out in Year 1 and approached used consistently across school from Y2-6. Variable impact across school with good impact generally across KS2 however Y1 attainment dipped. Maths outcomes in KS2 improved compared to previous 2 years. Children are better prepared to sit tests as the cycle of summative assessment is embedding across KS2 and staff are developing their skills of analyses. Good impact on the quality of teaching and learning/leadership recognised in Ofsted Visit May 2018.	Although the Inspire approach has had good impact we are still evaluating the impact of fully implementing the Programme of Study. Year 1 outcomes are lower than expected, however, Inspire Approved schools experienced similar initial dips. Accelerated progress has been evident in subsequent years in other schools as the programme builds from solid foundations of concepts.	
B To improve speed, fluency, recognition of higher level vocabulary and inference / deduction skills when reading	A change from setting for comprehension and guided reading in Y2-4 Guided reading to account for gaps in understanding strands (focus on inference and deduction) Discrete weekly comprehension lesson evaluation to inform daily guided reading Ensure pupils are exposed to high quality, rich vocabulary texts. Access to quality reading texts.	Outcomes for all groups by the end of KS2 were much improved compared to previous years and more pupils managed to complete the KS2 Reading paper as they were more fluent. 80% attained the expected standard (+7% from 2017) and 41% achieved Higher Scaled Score (+25% from 2017)	Widening the opportunities for reading frequently greatly helped in improving outcomes. Use of volunteers (Reading Army) to read with pupils worked very well for those children who did not read with an adult at home. Incentives to motive children to want to read e.g. Book Bug collection, Extreme Reading competition, author visits had good impact. More quality comprehension resources for use in the classroom had a significant impact and repeated reinvestment in new resources must be sustained. Summative assessments used were variable in quality, however, did prepare pupils for tests. In 2018/19 we will use NFER summative tests across KS2.	

C To improve reasoning, justification and problem solving skills, as well as fluency in basic skills	Whole school emphasis on basic skills, included in daily planning in addition to core curriculum, supported by times table badges/assembly awards My Maths online resource to support basic skills development in school/home Inpsire Maths/ Singapore approach to be rolled out across school (p,c,a)	Inspire Maths Programme rolled out in Year 1 and approached used consistently across school from Y2-6. Variable impact across school with good impact generally across KS2 however Y1 attainment dipped. Maths outcomes in KS2 improved compared to previous 2 years. More evidence of pupils being able to justify, explain and better mathematical reasoning skills. KS2 Y6 outcomes – 80% (+6% from 2017) achieved the expected standard+, 29% achieved High Scaled Score (+5% from 2017)	Although the Inspire approach has had good impact we are still evaluating the impact of fully implementing the Programme of Study. Year 1 outcomes are lower than expected, however, Inspire Approved schools experienced similar initial dips. Accelerated progress has been evident in subsequent years in other schools as the programme builds from solid foundations of concepts.	
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 (ii)**
To maintain outcomes in Y1 phonics check and further diminish the attainment gap for pp children	Employ 0.6FTE specialist phonics intervention teacher. Set 3 classes in each year group by ability so a well-differentiated curriculum was delivered. Effective use of assessment phonics tracker to identify next steps of learning. Change learning environment for some children – phonics double decker bus.	Addressing wide pp gaps identified on-entry into EYFS with early intervention is an effective approach to raise attainment. The introduction of an additional Phonics intervention teacher in 2016 had good impact in Year 1 / 2 phonics screening check rates (increase of 17 %) after several years of below/ broadly average attainment: Y1 92% pp children attained pass compared to 81% of non-pp nationally. There is now a positive attainment gap with pp pupils outperforming other groups	Small group with personalised frequent intervention and quality first teaching had significant immediate impact. The creative, quiet learning environment of a double decker bus, away from the main school enabled those learners who were less confident in a busy whole class environment to access learning at a fast pace. We will definitely be using pp monies to continue this approach next year.	**£78,492**
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**
To ensure engagement in a broad, rounded curriculum	Supported school trips and visitors Subsidised residential trips (X2) Supported school clubs, including nurture club, Crown Chronicles, Jewellery making, Little-Chefs, gardening club, Y6/7 Transition Club	Residential trips were well attended by all children, especially pp pupils. In fact, it was so popular we sourced another outdoor activity residential venue so that no child lost out on the opportunity. Trips/clubs impacted well on all groups of children's writing as they had first hand experiences to draw upon. KS2 writing pp children outcomes were in line or above national expectations for others at expected level and greater depth. Positive writing progress for pp children and others. Child & Family Welfare Officer organised holiday clubs, and parenting workshops over holiday periods.	Clubs and trips provide good life experiences which can be built upon to develop personal, social and emotional skills which positively impacts on academic performance. We will be continuing with this approach but vary clubs to maintain interest and motivation.	**£60,145**
To increase parental engagement and attendance as well as supporting parents with strategies on how they can help their children with learning	Employ Child & Family Welfare Officer to monitor and improve pp children's attendance and help parents to support children's personal social and emotional needs as well as academic needs More offers of parental / bespoke workshops: EYFS: Stay and Play in Nursery and Reception Early Talkboost/ Home Reading Sacks Parents as Partners Workshops in Reception Reception/KS1 Phonics Drop in Sessions (Wed-Fri 8.30am – 9am; 3.00pm-3.45pm) Parents and Children Phonics bespoke workshops during school day. Parents to volunteer to read with children in school – The Reading Army.	The success criteria was partially met. There has been good impact on educational outcomes by involving the parents more in school life. The stay and play sessions are particularly effective in Early Years and drop-in sessions for phonics have resulted in pp pupils outperforming other groups in 2018. Attendance gap for pp pupils compared to other groups has remained despite regular intervention/monitoring and imposition of fixed term penalty notices	Child & Family Welfare Officer role has had impact, however, it has been necessary to change approaches to those stubborn persistent pupil premium absentees. More face to face interviews have been introduced and more robust monitoring of 'lates' has significantly reduced these. Further changes to processes/procedures will be made as impact in monitored closely through weekly supervision by Headteacher and Safeguarding/Attendance Governor monthly monitoring.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Attainment Outcomes: End of Year 2 (All Pupils)

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat
Reading	90	74	83	76	71	TBC	46	24	33	25	22	TBC
Writing	85	72	72	68	64	TBC	28	13	19	16	15	TBC
Maths	91	73	85	75	77	TBC	44	18	26	21	24	TBC
Science	93	81	84	83	77	TBC						

End of Year 2 : Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
2017						
All Pupils (89)	83	33	72	19	85	26
Disadvantaged (12)	75	25	58	17	83	8
2017 Gap (School)	-8	-8	-14	-2	-2	-18
2017 Gap (Nat)	3	3	4	2	4	2

2018						
All Pupils (89)	71	22	64	15	77	24
Disadvantaged (16)	75	25	69	6	94	13
2018 Gap (School)	+4	+3	+5	-9	+17	-9
2018 Gap (Nat)	TBC	TBC	TBC	TBC	TBC	

Impact of pupil premium spend is evident in Reading, Writing and Mathematics at the expected level+ in KS1 2018 with pupil premium pupils outperforming other groups in all subjects. We are aiming for more pupil premium pupils to achieve greater depth in writing and mathematics during Key Stage 2 (SDP Priority 4).

Average KS1/KS2 Progress Scores

Average Progress Measures: All Pupils

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	**-2.5**	**-2.0**	**+1.2**
Average progress writing	**+1.0**	**+1.1**	**-0.2**
Average progress maths	**-2.4**	**-1.4**	**+0.9**

Average Progress Measures: Disadvantaged Pupils

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	-1.9	-2.1	+2.2
Average progress writing	+0.9	+1.6	-0.5
Average progress maths	-3.2	-0.9	+1.4

Attainment Outcomes End of Year 6: All Pupils

	2016 Ex Sch	2016 Ex Nat	2017 Ex Sch	2017 Ex Nat	2018 Ex Sch	2018 Ex Nat	2016 GD Sch	2016 GD Nat	2017 GD Sch	2017 GD Nat	2018 GD Sch	2018 GD Nat
Reading	74	66	72	71	80	75	13	19	16	25	41	28
Writing	90	74	89	76	76	78	30	15	20	18	25	19
Maths	77	70	76	75	80	76	6	17	24	23	29	23
EGPS	81	72	83	77	83	78	14	22	24	31	39	34
R/W/M	64	53	65	61	71	64	4	5	8	9	16	10
Science	89	81	90	82	82	82						

End of Year 6 : Attainment Gaps: Disadvantaged Pupils

	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
2017						
All Pupils (86)	72	16	89	20	76	24
Disadvantaged (23)	57	9	78	17	65	26
2017 Gap (School)	-15	-7	-11	-3	-11	2
2017 Gap (Nat)	5	4	5	3	5	4
2018						
All Pupils (87)	80	41	76	25	80	29
Disadvantaged (24)	72	40	68	8	72	20
2018 Gap (School)	- 8	-1	-8	-17	-8	-9
2018 Gap (Nat)	-3	+12	-10	-12	-4	-4

Disadvantaged gaps generally wider in school than compared to national figures, the gap is widest in writing which remains a key priority in 2018-19 School Development Plan. The impact of pupil premium spend is most evident in Reading outcomes at higher scaled score/greater depth standard where attainment was significantly higher than nationals and the gap closed almost completely.

Internal Teacher Assessment demonstrates good outcomes for all pupils with the vast majority of pupils making at least good progress. Our challenge is to increase to proportion of pp pupils making accelerated progress. See School Development Plan 2018/19 Priority 4 for detailed action plan.

Whole School Attainment (July 2018)

Year	Reading	Writing	Maths
Age related expectations and above			
1	78%	63%	71%
2	70%	64%	77%
3	80%	71%	83%
4	81%	78%	82%
5	84%	80%	89%
6	76%	76%	75%

Year	Reading	Writing	Maths
Greater Depth			
1	16%	4%	19%
2	22%	15%	24%
3	36%	19%	30%
4	38%	25%	49%
5	34%	23%	30%
6	26%	25%	29%

Whole School Progress (July 2018)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1	87%	74%	79%	22%	12%	23%
2	77%	80%	84%	26%	26%	33%
3	96%	97%	94%	19%	17%	19%
4	89%	91%	89%	34%	31%	31%
5	90%	93%	90%	31%	44%	25%
6	86%	91%	82%	34%	64%	20%

Whole School Disadvantaged Attainment (July 2018)

Year	Reading	Writing	Maths
Age related expectations and above			
1 (13 pupils)	69%	54%	46%
2 (16 pupils)	75%	69%	94%
3 (15 pupils)	73%	67%	87%
4 (14 pupils)	57%	57%	64%
5 (24 pupils)	75%	71%	83%
6 (25 pupils)	68%	72%	72%

Year	Reading	Writing	Maths
Greater Depth			
1 (13 pupils)	8%	0%	15%
2 (16 pupils)	13%	6%	13%
3 (15 pupils)	33%	20%	27%
4 (14 pupils)	14%	14%	29%
5 (24 pupils)	29%	17%	17%
6 (25 pupils)	16%	12%	20%

Disadvantaged Progress (July 2018)

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1 (13 pupils)	85%	85%	69%	23%	15%	23%
2 (16 pupils)	77%	80%	84%	30%	23%	25%
3 (15 pupils)	93%	100%	100%	33%	67%	67%
4 (14 pupils)	79%	86%	100%	29%	21%	50%
5 (24 pupils)	92%	96%	96%	42%	75%	25%
6 (25 pupils)	84%	91%	82%	34%	64%	20%