



Review of expenditure

Academic year 2018-19

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	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
<p>A. 30% more Nursery children at ARE. In Number Diminish the difference between PP and all by 10%</p> <p>Number 56% below</p>	<ul style="list-style-type: none"> - Maths training for Nursery staff - Parental involvement stay and play - Objective led planning - Resourcing areas to support number 	<p>Target achieved</p> <table border="1"> <thead> <tr> <th></th> <th>AT</th> <th>T</th> <th>BT</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>25%</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>ALL</td> <td>20%</td> <td>68%</td> <td>12%</td> </tr> </tbody> </table> <p>PP out perform all</p>		AT	T	BT	PP	25%	75%	0%	ALL	20%	68%	12%	<p>Nursery has been well resourced after moving to own classroom. Stay and play has increased parental engagement.</p>					
	AT	T	BT																	
PP	25%	75%	0%																	
ALL	20%	68%	12%																	
<p>B. 50% more children at ARE in Writing, Numbers and SSM Diminish the difference by 10%</p> <p>Writing 83% below Numbers 72% below SSM 72% below</p>	<p>Training and implement Talk for writing Maths mastery approach</p>	<p>Target achieved</p> <p>ARE</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>N</th> <th>SSM</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>83%</td> <td>78%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>ALL</td> <td>86%</td> <td>84%</td> <td>86%</td> <td>86%</td> </tr> </tbody> </table>		R	W	N	SSM	PP	83%	78%	83%	83%	ALL	86%	84%	86%	86%	<p>Talk for writing has had a massive impact on engagement and interest in both reading and writing as well as Communication and language</p>		
	R	W	N	SSM																
PP	83%	78%	83%	83%																
ALL	86%	84%	86%	86%																

<p>C. Phonics diminish difference between PP and all by 20% (18% PP- 56% others 32% all)</p>	<ul style="list-style-type: none"> - Embed RWI - Train all staff - Leadership training - Visit other schools - Purchase and implement reading books for RWI - Parental training - 	<p>Target achieved</p> <p>PP – 70% Y1 pass All – 69% Y1 pass</p>	<p>Intensive support has been given for RWI at every level. Consultant support- support for practitioners from reading lead and resources. Impact has been good.</p>																																			
<p>D. Improve Whole school Writing And Y2,4,& 5 combined scores (O Track)</p>	<p>Talk for writing Improve feedback Teacher targeting specific children in teaching strategies</p>	<p>Combined difference between PP and All</p> <table border="1" data-bbox="920 523 1377 639"> <thead> <tr> <th></th> <th>Autumn</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>8.3%</td> <td>16.7%</td> </tr> <tr> <td>Y4</td> <td>1.5%</td> <td>5.2%</td> </tr> <tr> <td>Y5</td> <td>12.2%</td> <td>9.5%</td> </tr> </tbody> </table> <p>Writing difference between PP and All</p> <table border="1" data-bbox="920 667 1377 874"> <thead> <tr> <th>writing</th> <th>Autumn</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>+1.7%</td> <td>0%</td> </tr> <tr> <td>Y2</td> <td>5.6%</td> <td>16.7%</td> </tr> <tr> <td>Y3</td> <td>16.1%</td> <td>21.2%</td> </tr> <tr> <td>Y4</td> <td>1.5%</td> <td>5.2%</td> </tr> <tr> <td>Y5</td> <td>10.4%</td> <td>7.8%</td> </tr> <tr> <td>Y6</td> <td>7.1%</td> <td>1.5%</td> </tr> </tbody> </table>		Autumn	Summer	Y2	8.3%	16.7%	Y4	1.5%	5.2%	Y5	12.2%	9.5%	writing	Autumn	Summer	Y1	+1.7%	0%	Y2	5.6%	16.7%	Y3	16.1%	21.2%	Y4	1.5%	5.2%	Y5	10.4%	7.8%	Y6	7.1%	1.5%	<p>Whole school support in this area is being worked upon. Due to a large focus on phonics Talk for writing has not been rolled out to the higher years as yet.</p>		
	Autumn	Summer																																				
Y2	8.3%	16.7%																																				
Y4	1.5%	5.2%																																				
Y5	12.2%	9.5%																																				
writing	Autumn	Summer																																				
Y1	+1.7%	0%																																				
Y2	5.6%	16.7%																																				
Y3	16.1%	21.2%																																				
Y4	1.5%	5.2%																																				
Y5	10.4%	7.8%																																				
Y6	7.1%	1.5%																																				
<p>E. Improve Y2 writing and combined (SATs)</p>		<table border="1" data-bbox="920 890 1346 1038"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>54%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>50%</td> </tr> </tbody> </table>		All	PP	Combined	54%	50%	Writing	54%	50%																											
	All	PP																																				
Combined	54%	50%																																				
Writing	54%	50%																																				
<p>F. Improve Y6 reading and combined</p>	<p>Embed reciprocal reading Individual reading Reading scheme appraised and resourced where necessary</p>	<p>PP- 48% combined All – 57% combined</p> <p>PP – 57% Reading All- 64% Reading</p>																																				



					Total budgeted cost
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	
<p>G .Improve Well being and involvement in Nursery by 20%</p> <p>33% of children currently have low involvement</p>	<p>Leuven scales Easy peasy SSTEW Targeted support / Pastoral Lead involvement</p>	<p>Target achieved</p> <p>Well being 0% low 83% medium 17%high</p> <p>Involvement 4% low 63% medium 33% high</p>	<p>Moving Nursery into their own room has had a big impact on well being and involvement. A smaller cohort and room has improved communication and relationships all round adding to pupils becoming more secure. Leuven scales quickly identify issues</p>		
<p>H. Improve Reception communication and language 39% below</p>	<ol style="list-style-type: none"> 1. Delivery of speech and language targets 2. Talk for writing 3. Targeted interventions 	<p>Target achieved</p> <p>14% Below typical 23% Typical 63% Above typical</p>	<p>Whilst a number of children need specialist speech and language intervention for those children who were just below age related benefitted greatly from Talk for writing including using Talk for writing as a basis for Stay and Play sessions</p>		



<p>I Phonics diminish difference between PP and all by 20% (18% PP- 56% others 32% all</p>	<p>Embed with reading scheme Training for interventions Targeted interventions in the afternoon 1-1 support</p>	<p>Target achieved PP – 70% Y1 pass All – 69% Y1 pass</p>	<p>1-1 targeted support each afternoon by NQ and JT has been invaluable. Support from the RWI consultant to deliver and quality assure this has been invaluable.</p>		
<p>J. Improve progress of SEND children 70% of SEND are PP</p>	<p>PPPs Individual and group work Improved tracking</p>				
Total budgeted cost					£80,000
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	



K. Provide enrichments to support the curriculum	Targeted enrichments to Pupil premium children and families	Target achieved Every member of staff ran a club this year. Range of clubs increased significantly Children accessing enrichment courses Y6- 100% Y5 Y4 – 90% Y3- 89% Y2- 79% Y1 R- 81% 91% of all PP experienced a curriculum trip	More clubs available for EYFS this year. Clubs targeted to needs of children Eg Relax kids/ Yoga Families were identified and we ensured that all children could access a club on the same night. For the first time reception have had an 81% uptake.		
L. Improve the emotional wellbeing Of the 20% of PP children with social care involvement	Lego therapy Emotional first aid Leuven scales Tracking well being and involvement Pupil surveys	Leuven scales show a significant increase in pupil scores across the board Student voices shows an increase in pupil awareness and participation in enrichment etc	Children now tracked for well being and involvements and are now more quickly identified		
Total budgeted cost					