

Review of expenditure

Academic year

2019-2020

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			
A Provide enrichments to support the curriculum.	<ul style="list-style-type: none"> - Increased number of extra-curricular clubs both at lunchtime and after school. - Increased activities available to all children from R – Y6. - Targeted enrichment to Pupil Premium children and families. 	<p>Target met: Every member of staff involved in running a club this year. Children accessing clubs increased from last year, and from Autumn term (42%) to Spring term (55%).</p> <p>93% of all PP pupil experienced an educational visit.</p>	This approach will continue – a greater emphasis was placed on families attending clubs on the same night and the spread of year groups able to access different enrichment activities.				
B PP children achieve expected standards in reading/ phonics.	<ul style="list-style-type: none"> • Use of RWI across EYFS/KS1. • Staff training • Monitoring from phonics/ reading lead/ RWI consultant. • Visit other schools • Purchase of further RWI take home resources. • Use of school library • Embed of LOR and VIPERS sessions. 	<p>Target not achieved 100% of children have accessed LOR this year. 100% of KS2 children have experienced using VIPERS in their daily guided reading sessions. Obviously current circumstances makes measuring impact almost impossible, so data has been used from predicted and mock results.</p> <p>Phonics Using the most recent data (Feb 20): Y1:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Mock phonics screen</td> <td style="width: 50%;">% PP children reaching</td> </tr> </table>	Mock phonics screen	% PP children reaching	VIPERS and LOR will continue to be embedded within the curriculum. RWI has had a significant impact on progress in phonics, and more PP children are reaching the required standard compared to 18/19. The gap between PP and non-PP is far less in KS2, as a higher percentage of children in Y6 are PP.		
Mock phonics screen	% PP children reaching						

	expected pass rate:
Y1	16%

KS1 reading predicted results:

Percentage of children achieving ARE in reading.

National average (2019) 75%

PP	Non-PP
52%	65%

In KS1, the difference is 13%.

KS2 reading predicted results:

Percentage of children achieving ARE in reading.

National Average (2019) 73%

PP	Non-PP
69%	65%

In KS2, the difference is 4% between PP and non-PP.

C PP children with SEND to make increased levels of progress.

- Use of intervention strategies
- Monitoring of progress
- Quality first teaching
- PPPs
- Tracking of PP children with SEND.

Target not met

% of children working at ARE	-	Autumn	-	-	- Spring	-
	R	W	M	R	W	M
Y1	No PP and SEND children in Y1					
Y2	0%	0%	0%	0%	0%	0%
Y3	100%	100%	100%	33%	33%	33%
Y4	0%	0%	25%	0%	0%	0%
Y5	40%	40%	40%	33%	33%	50%
Y6	11%	0%	22%	0%	0%	11%

Children have been targeted using intervention strategies and tracked to ensure progress. It is important to note that PP SEND children have made progress, however are not in line with ARE.

<p>D Improved oral language skills and extended vocabulary (entry and exit data from SALT programmes, OTrack data, phonics screening)</p>	<p>RWI phonics</p>	<p>Target met Phonics Using the most recent data (Feb 20): Y1:</p> <table border="1" data-bbox="920 320 1379 651"> <thead> <tr> <th>Mock phonics screen</th> <th>% PP children reaching expected pass rate:</th> </tr> </thead> <tbody> <tr> <td>Y1 PP</td> <td>16%</td> </tr> <tr> <td>Y2 PP</td> <td>20%</td> </tr> <tr> <td>KS1 PP overall</td> <td>17%</td> </tr> <tr> <td>National Average 2019</td> <td>91%</td> </tr> </tbody> </table>	Mock phonics screen	% PP children reaching expected pass rate:	Y1 PP	16%	Y2 PP	20%	KS1 PP overall	17%	National Average 2019	91%	<p>Unfortunately, the results are not showing the standard that we expected the children to reach by June 2020.</p> <p>TA support has been vital in the implementation of RWI phonics and has shown impact in both KS1 and KS2.</p> <p>Oral language skills across KS1 and KS2 have improved significantly.</p>		
Mock phonics screen	% PP children reaching expected pass rate:														
Y1 PP	16%														
Y2 PP	20%														
KS1 PP overall	17%														
National Average 2019	91%														
<p>E Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.</p>	<p>Well being and emotional support</p> <p>Wellbeing enrichment Mindfulness enrichment Intervention support (Desty) Behaviour system</p>	<p>Target met</p> <table border="1" data-bbox="920 770 1379 970"> <thead> <tr> <th>Children achieving ARE combined in R/W/M</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>41%</td> <td>61%</td> </tr> <tr> <td>KS2</td> <td>54%</td> <td>53%</td> </tr> </tbody> </table> <p>The difference between those achieving combined ARE is: KS1 20% KS2 1%</p>	Children achieving ARE combined in R/W/M	PP	Non-PP	KS1	41%	61%	KS2	54%	53%	<p>More opportunities need to be provided for those PP children who are not reaching ARE. Behaviour management strategies will be examined to ensure they are effective for all children.</p>			
Children achieving ARE combined in R/W/M	PP	Non-PP													
KS1	41%	61%													
KS2	54%	53%													

<p>F Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality. Children are supported in school to make progress in line with Non-PP children.</p>	<p>Staff are aware of the PP children in their classes. Staff provide additional opportunities for PP children to gain support when accessing the curriculum. Attendance SLA CPOMS EWO DSL</p>	<p>Target partially met % of children achieving R and W by the end of KS2:</p> <table border="1" data-bbox="920 288 1379 376"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>62%</td> <td>59%</td> </tr> </tbody> </table> <p>KS1 attainment:</p> <table border="1" data-bbox="920 459 1379 608"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>61%</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>61%</td> </tr> <tr> <td>Combined</td> <td>41%</td> <td>61%</td> </tr> </tbody> </table> <p>The percentage of attendance for PP pupils for the year until 20/03/20 is: 93.75% The PA for the year 19-20 is: 5.9% The % of lates in 19-20 is: 1.69% Last academic year (18-19) it was: 1.93% this is a reduction in lateness by .0.24%.</p>		PP	Non-PP	Reading	69%	65%	Writing	62%	59%		PP	Non-PP	Reading	52%	65%	Writing	41%	61%	Maths	55%	61%	Combined	41%	61%	<p>Pupils have been supported in ensuring they are in school and on time. At KS2 there is a very small percentage gap between PP and non-PP progress in R and W at KS2. At KS1 there is a more obvious gap between PP and non-PP. Attendance rewards have also been significant in reducing absences.</p>		
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<p>G PP children are punctual and their attendance records are in line with national.</p>	<p>First Day Response Attendance officer present for all lates. SLA attendance EWO Attendance reward trips termly.</p>	<p>Target met The percentage of attendance for PP pupils for the year until 20/03/20 is: 93.75% The PA for the year 19-20 is: 5.9% The % of lates in 19-20 is: 1.69% Last academic year (18-19) it was: 1.93% this is a reduction in lateness by .0.24%.</p>	<p>Attendance and punctuality has made improvements since last year. PP children attendance and punctuality are broadly inline with non-PP children.</p>																										
<p>H Activities/equipment/ opportunities for PP children are subsidised to support families.</p>	<p>Subsidised enrichment activities – afterschool clubs/ lunchtime clubs/ visitors/ workshops/ trips/ residential/ outdoor learning/ competitions/ tournaments etc.</p>	<p>Target met PP children have been provided with free uniform, access to breakfast and after school places free of charge and provided with equipment to complete home learning tasks. Judo club, educational visits and residential have been subsidised to ensure all children are able to access.</p>	<p>These initiatives will continue to support those PP families who need it.</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>Higher rates of progress through KS1 and KS2 for pupils eligible for PP.</p> <p>Focus on Reading</p>	<p>Shared read Purple Mash Basic skills Bespoke English and Maths CPD for all TAs Interventions, KS1 (NPQSL – J Daly) Nominated teacher to monitor pupils progress across KS2 to make strong progress in RWM</p>	<p>100% of children have accessed LOR this year. 100% of KS2 children have experienced using VIPERS in their daily guided reading sessions. 100% of TAs have taken part in English and maths CPD.</p> <table border="1" data-bbox="920 715 1379 887"> <thead> <tr> <th>% reading progress from Aut to Spr.</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>37%</td> <td>52%</td> </tr> <tr> <td>KS2</td> <td>64%</td> <td>76%</td> </tr> </tbody> </table> <p>This data shows that the gap is smaller in KS2 than KS1, however the percentage of PP children is higher in KS2 vs non-PP.</p>	% reading progress from Aut to Spr.	PP	Non-PP	KS1	37%	52%	KS2	64%	76%	<p>VIPERS and LOR will continue to be embedded within the curriculum. RWI has had a significant impact on progress in phonics, and more PP children are reaching the required standard compared to 18/19. The gap between PP and non-PP is far less in KS2, as a higher percentage of children in Y6 are PP.</p>		
% reading progress from Aut to Spr.	PP	Non-PP												
KS1	37%	52%												
KS2	64%	76%												

<p>PP children with SEND to make progress.</p>	<p>Small group work PPP targets</p>	<p>% of children who are PP and SEND. KS1 – 6% KS2 – 21%</p> <p>There is significantly less PP SEND children in KS1 and KS2. This has an impact on the percentage progress at KS2.</p>	<p>Continue to support PP SEND pupils through quality first teaching, intervention strategies and tracking.</p>								
<p>Improved oral skills and vocabulary</p>	<p>Targeted SALT support Phonics support (RWI)</p>	<p>%PP children in RWI groups who have made 2 or more groups progress this year:</p> <table border="1" data-bbox="920 815 1377 903"> <thead> <tr> <th></th> <th>% progress made</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>61%</td> </tr> <tr> <td>KS2</td> <td>83%</td> </tr> </tbody> </table>		% progress made	KS1	61%	KS2	83%	<p>Following discussion with the phonics lead, she noted that those children in KS2 who are still accessing RWI have made significant progress. The use of TAs for small group and 1:1 support has made a huge impact on their levels of progress, particularly in Y1, Y2 and Y3. The progress results highlight the progress both KS1 and KS2 children have made.</p>		
	% progress made										
KS1	61%										
KS2	83%										

<p>Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and can manage their own behaviour.</p>	<p>Nurture groups</p>	<p>% of PP children who have accessed nurture groups:</p> <table border="1" data-bbox="920 260 1377 347"> <tr> <td></td> <td></td> </tr> <tr> <td>EYFS</td> <td>25%</td> </tr> <tr> <td>KS1</td> <td>48%</td> </tr> </table>			EYFS	25%	KS1	48%	<p>Nurture groups have taken place in EYFS in order to prepare for transition and cater for emotional needs. KS1 nurture groups have targeted PP children with emotional needs.</p>		
EYFS	25%										
KS1	48%										
<p>Staff have a good understanding of family circumstances and support in school means that this does not impact on PP children accessing the curriculum or attendance and punctuality.</p> <p>Children are supported in school and make progress in line with non-PP children.</p>	<p>Safeguarding officer Subsidised/ fully funded places at breakfast club/ after school club.</p>	<p>100% of teaching and support staff are aware who the PP children in their care are. 4 PP families are supported with fully funded breakfast and afterschool places. LAC are supported through subsidised wrap around care and subsidised educational visits.</p> <p>Children in challenging circumstances have been contacted weekly by phone during the lockdown period.</p>	<p>PP families have been supported through different subsidies to ensure they have equal access to school opportunities.</p>								
<p>PP children are punctual and their attendance records are in line with national expectations.</p>	<p>EWO 1:1 – target families identified, home visits, parent meetings.</p>	<p>% of PP children meeting the attendance threshold (academic year to 20/03/20): 93.75% % of PP children meeting the attendance threshold (18/19): 5.9% of PP children met the PA threshold.</p>	<p>Attendance and punctuality PP and non-PP children are broadly in-line with each other.</p>								

Provide enrichments to support the curriculum.	Wide variety of enrichment opportunities offered.	17 different enrichment clubs have been offered to the children either at lunchtime or after school. Every year group has been on at least 1 educational visit during Autumn term.	Enrichment clubs will continue to cater for all children in EYFS, KS1 and KS2. Teachers will target PP children through encouragement to attend.		
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Total budgeted cost					£80,000
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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																																					
Increased confidence in children to be able to articulate their thoughts and improve communication	RWI VIPERS LOR Small group work Bespoke English and Maths CPD for all TAs Well Comms (EYFS)	<p>Target achieved EYFS data:</p> <table border="1"> <thead> <tr> <th>Spring 2020</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>% at ARE or above in speaking and listening</td> <td>50%</td> <td>31%</td> </tr> </tbody> </table> <p>Wellcomms data:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>11%</td> <td>0%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>6</td> <td>0%</td> <td>9%</td> </tr> <tr> <td>7</td> <td>11%</td> <td>0%</td> </tr> <tr> <td>8</td> <td>44%</td> <td>27%</td> </tr> <tr> <td>9</td> <td>33%</td> <td>64%</td> </tr> </tbody> </table> <p>Speaking and listening (End of spring term)</p> <table border="1"> <thead> <tr> <th>Reached ARE</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>48%</td> <td>83%</td> </tr> <tr> <td>Y2</td> <td>63%</td> <td>91%</td> </tr> </tbody> </table>	Spring 2020	PP	Non-PP	% at ARE or above in speaking and listening	50%	31%		PP	Non-PP	4	11%	0%	5	0%	0%	6	0%	9%	7	11%	0%	8	44%	27%	9	33%	64%	Reached ARE	PP	Non-PP	Y1	48%	83%	Y2	63%	91%	<p>Both EYFS and Wellcomms data show a good level of progress in communications.</p> <p>Speaking and listening has shown good progress for KS1 and KS2. PP are outperforming non-PP in Y3, 4 and 6.</p>		
Spring 2020	PP	Non-PP																																							
% at ARE or above in speaking and listening	50%	31%																																							
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Y2	63%	91%																																							

Y3	65%	41%
Y4	90%	38%
Y5	100%	100%
Y6	48%	43%

VIPERS and LOR have shown a good level of impact.

Total budgeted cost