



William Stockton and Wimboldsley Federated Primary Schools Pupil Premium Strategy Statement

Wimboldsley Primary School

Pupil Premium Strategy Statement 2018 - 2019

1. Summary information					
School	Wimboldsley Primary School				
Academic Year	2018-19	Total PP budget	£19,120	Date of most recent PP Review	N/A
Total number of pupils	124	Number of pupils eligible for PP 12 Ever 6	13	Date for next internal review of this strategy	March 2019 End of 2018-19

2. Current progress				
	<i>Pupils eligible for PP (your school) in KS2 (2017 Y6)</i>	<i>Pupils not eligible for PP (national average) 2018</i>	<i>Pupils eligible for PP (your school) in KS1 (2017 Y2)</i>	<i>Pupils not eligible for PP (national average) 2017</i>
% achieving in ARE or above in reading, writing and maths	0% TA: 100%	64%	60%	
% achieving in ARE or above in reading	0% TA: 100%	75%	80%	78%
% achieving in ARE or above in writing	100%	78%	80%	71%
% achieving in ARE or above in maths	0% TA: 100%	76%	100%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Self belief and motivation of individual pupils	
B.	Standard of teaching, learning and progress in some classes historically and for some individual pupils	
C.	Focus and precision in intervention support for individual needs	
D.	Aspirations of pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Social interactions having a detrimental affect on their ability to engage in school for some pupils	
F.	Safeguarding and welfare issues which may link to mental health issues for the child and / or family	
G.	Poor attendance and limited support from some parents / carers to help child improve attendance and punctuality	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes closing the gap between Pupil Premium pupils and pupils Nationally at end of EYFS, KS1 and KS2. Measured half-termly using internal tracking system, then annually against National Standards and locality benchmarking	Progress shows PP pupils inline with National non-PP
B.	Improved phonics and reading skills for PP pupils at end of KS1 Half-termly and annual data	Progress shows PP pupils inline with National non-PP
C.	Improved mathematical understanding and attainment at KS2 for PP pupils Through monitoring using Precision Teaching systems and internal data collection tracking	Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing
D.	Improved attendance, punctuality and engagement of PP pupils through Assertive Mentoring and tracking systems	Qualitative data to show improvements in these areas and attendance data to improve for this group

5. Planned 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 after analysis of 2017-18 data					
Education Endowment Foundation research gains shown in months in brackets, in green ie (EEF +8)					
i. Quality of teaching for all (Teaching Assistants to ensure PP pupils supported, CPD for Staff)					
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?
Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD, to be 'good or better' and EYFS PP pupils from their starting points to achieve GLD or Exceeding.	Formative Assessment focus on closing the gaps through 'structured learning conversations' and peer feedback on a daily basis,	<p>Positive impact of structured learning conversations on outcomes. CPD and advice for teaching staff to target PP pupils in this whole class system and catch up programme.</p> <p>(Feedback EEF +8)</p> 	SLT have CPD/research on assessment strategies – 'precision teaching monitoring' to regularly assess effectiveness of strategy	Claire Hazeldine Katy Morris	To be completed and reviewed end of each Term.
PP pupils' progress, from their starting points across the school to be good or better	Kagan Structures	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations'. 1:1 support from teachers and TAs on a daily basis to improve collaboration.</p> <p>(Collaborative Learning EEF +5)</p> 	Focus in 'precision teaching monitoring' to regularly assess effectiveness of strategy	Katy Morris	Termly

<p>PP pupils' progress, from their starting points across the school to be good or better</p>	<p>Meta-cognition and Self-regulation approach; learning to learn, Mindset</p>	<p>Teachers/Support staff to use Assertive Mentoring termly and Structured learning Conversations daily around learning to further impact positively upon progress</p> <p>Therapy sessions for individuals with F Chesters.</p> <p>(Meta-cognition and Self-regulation EEF +8)</p> <p><small>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.</small></p> 	<p>School Welfare Support / Councillor to ensure parents informed and fully engaged in supporting work taken home - TAF.</p>	<p>Claire Hazeldine / Fiona Chesters</p>	<p>Ongoing</p>
<p>Staff to be knowledgeable about individual needs and allocation of PP support. Staff to be proactive in seeking opportunities for PP children to excel across the curriculum.</p>	<p>Staff knowledge</p>	<p>For interventions to be effective and children supported appropriately staff must be knowledgeable about individual needs and barriers to success.</p> <p>(Individualised Instruction EEF +3)</p> <p><small>Individualised instruction Moderate impact for very low cost, based on moderate evidence.</small></p> 	<p>All staff are aware of which children are PP across the school</p> <p>All staff to understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs</p> <p>All staff to identify needs of PP children and the most suitable intervention / targeted approach for greatest impact.</p> <p>Intervention to be evaluated and improved for maximum impact</p>	<p>Claire Hazeldine / Sam Davies</p>	<p>Ongoing</p>
<p style="text-align: right;">Quality of teaching budgeted cost</p> <p>Breakdown: Structured learning conversations with Teacher cost per hour £25 and with Teaching Assistants £15 per hour Precision teaching monitoring from SLT and PP champions, Headteacher with no class based teaching commitment, Senior teacher with TLR and release and UPS teacher with release time costed Assertive mentoring sessions conducted with individuals twice per term 20 minutes per pupil with class teacher at a cost of £25 per hour Timetable of 3 afternoons of welfare support for targeted pupil premium intervention from Grade 6 TA Interventions planned for individuals in class from T and TA support and additional support from PP champion TA Grade 6</p>					<p>£8120</p>

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?
To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills	Pupil Premium Champion TA for 1:1 sessions weekly	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve impacting positively on end of key stage outcomes.</p> <p>(Feedback EEF +8)</p>	Half termly assessments for individuals – qualitative and quantitative data (e.g self-esteem questionnaires and measures and Pupil Tracker data)	Katy Morris / Fiona Chesters	Termly
Improved engagement and accelerated development of social skills	Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals	<p>Using Assertive Mentoring regularly (termly meetings) and Structured Conversations - daily alongside extra adults (Pupil Premium champion and Support staff) can target individuals that show signs of slow progress</p> <p>(Meta-cognition and Self-regulation EEF +8)</p>	Support staff delivering the programmes will be monitored by class teacher. Specific time set aside for all pupils to access input from Pupil Premium Champion support weekly.	Katy Morris / Class teachers / Fiona Chesters	On-going reviews of progress throughout the year

<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO. TAF lead – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including language skills, emotional and family support.</p>	<p>Engagement with TAF process - school to provide lead by K Morris, F Chesters Attendance monitoring by Headteacher and Admin assistant</p>	<p>Attendance and punctuality of pupils remains a focus, provision of support to identify barriers to pupils attending punctually (Parental engagement EEF +3)</p>  <p>Emotionally vulnerable groups of pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes (Social and emotional learning EEF +4) Meta-cognition and Self-regulation EEF +8)</p>  	<p>Attendance monitoring by Headteacher and Admin assistant</p> <p>TAF cluster meetings attended, further training to be attended when relevant and available. Mental health training to be accessed</p>	<p>Katy Morris/ Fiona Chesters</p>	<p>Review through on-going discussions regarding the work undertaken with MAT, KM, CH and FC</p>
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<p style="text-align: right;">Targeted support budgeted cost</p> <p>Breakdown: Termly assessment sessions with individuals with Teacher cost per hour £25 and with Teaching Assistants £15 per hour Timetable of 2 afternoons or targeted pupil premium intervention from Grade 6 TA Attendance monitoring weekly by Grade 5 Admin and Headteacher Emotional support from Grade 6 TA timetabled one afternoon a week TAF training and support from CWAC and Federation for Welfare TA - 1 family (2 PP children) currently open to TAF</p>	<p style="text-align: right;">£7000</p>
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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?
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing</p>	<p>Provision of TA support within class Engagement and Intervention</p>	<p>Support to provide suitable interventions for children identified though planning. Skills sets of TAs include languages, early reading and phonics, emotional support, positive mental health, ICT</p>	<p>Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Assertive</p>	<p>Class Teachers / Fiona Chesters</p>	<p>Reviewed at budget setting and for new academic year</p>

<p>pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.</p>	<p>1:1 Pupil Premium additional intervention /workshop sessions</p>	<p>(Small group tuition EEF +4 Teaching Assistants EEF +1)</p> <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small>  +4</p> <p>Teaching assistants <small>Low impact for high cost, based on limited evidence.</small>  +1</p> <p>Twice weekly sessions with Teaching Assistant Grade 6 - Pupil Premium Champion on individual targets. Targets matched to individual needs</p> <p>(One to One Tuition EEF +5)</p> <p>One to one tuition <small>Moderate impact for high cost, based on extensive evidence.</small>  +5</p>	<p>Mentoring, Reading / phonics intervention, maths intervention.</p>		
<p>Breakdown: Training across Federation and coaching to support delivery of appropriate strategies. PP Leads Team and Federation SENCO support working collaboratively. PP Leads Team supported with non contact time for research using EEF and other sources and monitoring (Senior Teacher UPS and TLR and UPS Teacher). Timetable of 2 afternoons of targeted pupil premium intervention from Grade 6 TA 1 afternoon Grade 6 TA Emotional support session timetabled in addition to ad hoc sessions required on a daily basis</p>					<p>Other approaches budgeted cost</p> <p>£4000</p>
<p style="text-align: right;">TOTAL SPEND</p>					<p>£19120</p>

6. Review of expenditure

Review of expenditure 2018-19 (£19,120)

Desired Outcome	Action Taken	Impact																		
Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD, to be 'good or better' and EYFS PP pupils from their starting points to achieve GLD or Exceeding.	Formative Assessment focus on closing the gaps through 'structured learning conversations' and peer feedback on a daily basis,	<table border="1"> <thead> <tr> <th>KS2 Outcomes</th> <th>Wimboldsley Pupil Premium</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>Reading, Writing, Maths Combined</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>Reading</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>GPS</td> <td>100%</td> <td>83%</td> </tr> </tbody> </table>	KS2 Outcomes	Wimboldsley Pupil Premium	Cohort	Reading, Writing, Maths Combined	100%	83%	Reading	100%	89%	Writing	100%	83%	Maths	100%	83%	GPS	100%	83%
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		<i>No Pupil Premium pupils in Year 2 in 2018-19</i>																		
		<table border="1"> <thead> <tr> <th>EYFS Outcomes</th> <th>Wimboldsley Pupil Premium</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>66%</td> <td>79%</td> </tr> </tbody> </table>	EYFS Outcomes	Wimboldsley Pupil Premium	Cohort	GLD	66%	79%												
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PP pupils' progress, from their starting points across the school to be good or better	Kagan Structures Meta-cognition and Self-regulation approach; learning to learn, Mindset	<p>Whole school picture:</p> <table border="1"> <thead> <tr> <th><u>Year group</u></th> <th>Year R</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td><u>Number of children</u></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<u>Year group</u>	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<u>Number of children</u>									
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<p>Staff to be knowledgeable about individual needs and allocation of PP support. Staff to be proactive in seeking opportunities for PP children to excel across the curriculum.</p>	<p>Staff knowledge</p>	<p>Staff meetings by PP leads raised awareness of staff of the individual pupils in receipt of pupil premium. With this knowledge staff have been able to target pupils through intervention support and in lessons. Staff have spent time engaging in structured learning opportunities with these pupils on a more frequent and in depth basis in order to ensure their progress. High expectations and aspirations for Greater depth have been more evident in staff planning and delivery for these pupils. Within the series of staff meetings PP Leads shared EEF research on strategies with greatest impact on progress and there has been a more targeted approach of matching the strategy to the individual pupils needs to ensure progress and outcomes.</p>																																
<p>To raise standards of in basic skills of reading, writing and Maths and self-esteem and communication skills</p>	<p>Pupil Premium Champion TA for 1:1 sessions weekly</p>	<p>Weekly intervention by the Pupil premium Champion has benefited all pupils in receipt of pupil premium and this is evident in the outcomes for 2018-19. Training by Pupil Premium Leads for the Pupil Premium champion has increased her awareness of research and the effectiveness of intervention strategies for individuals. Regular communication between teaching staff and the PP champion have ensure intervention support in this time has been targeted to each individuals needs to ensure progress and outcomes.</p>																																

Improved engagement and accelerated development of social skills	Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals	All staff have supported the pupils in their class with 'learning to learn' strategies through pupil premium target intervention groups. Any pupils requiring additional work in this area have been targeted both in class and through champion time.
To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO. TAF lead – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including language skills, emotional and family support.	Engagement with TAF process - school to provide lead by K Morris, F Chesters Attendance monitoring by Headteacher and Admin assistant	Time has been allocated to an attendance monitoring system for pupils. Absence of pupil premium pupils has been targeted. TAF support from Federation partner and updates for F Chesters and K Morris have been completed in order to support children and their families through the TAF process.
To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from low starting points.	Provision of TA support within class Engagement and Intervention 1:1 Pupil Premium additional intervention /workshop sessions	Class timetables have been reviewed in order to ensure that there are no missed opportunities for children in receipt of pupil premium funding. Pupils are identified on planning alongside their barriers to learning and an individualised programme of support is available for these pupils. All Teachers and Teaching Assistants can name PP pupils and the support that they require to be successful.

Review of expenditure 2017-18 (£15,680)

Desired Outcome	Action Taken	Impact			
Improved outcomes closing the gap between Pupil Premium pupils and non-PP Nationally pupils at end of KS1 and KS2. Measured half-termy using internal tracking system, then	Formative Assessment focus on closing the gaps through 'structured conversations' and peer feedback	<table border="1"> <tr> <td>KS2 Outcomes</td> <td>Wimboldsley Pupil Premium</td> <td>National - Other 2017</td> </tr> </table>	KS2 Outcomes	Wimboldsley Pupil Premium	National - Other 2017
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annually against National Standards and locality benchmarking

Digital enhancements for pupil and teacher resources

Provision of TA support within class

Engagement and Intervention

1:1 Pupil Premium additional intervention /workshop sessions

Continuation of improvement in computing and digital literacy skills.

Meta-cognition and Self-regulation approach; learning to learn, MindSet

Kagan Structures

Reading, Writing, Maths Combined	TA: 100%	71%
Reading	TA: 100%	80%
Writing	TA: 100%	87%
Maths	TA: 100%	80%
GPS	100%	86%

KS1 Outcomes	Wimboldsley Pupil Premium	National - Other 2017
Reading, Writing, Maths Combined	60%	Unknown
Reading	80%	78%
Writing	80%	71%
Maths	100%	78%

EYFS Outcomes	Wimboldsley Pupil Premium	National
GLD	100%	71%

Whole school picture:

<u>Year group</u>	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 TA
Reading	100%	0%	80%	100%	100%	100%	100%

Expected or Above							
Writing Expected or Above	100%	0%	80%	100%	100%	100%	100%
Maths Expected or Above	100%	0%	100%	100%	100%	100%	100%

Formative assessment and structure learning conversations have been observed to have an impact on pupil progress and end of key stage outcomes (precision teaching / AM files / book scrutiny).
 Digital enhancements have been used effectively by staff and have had a significant impact on pupil premium children (precision teaching).
 A very skilled and highly trained group of support staff have been deployed to impact on individual needs and improve the outcomes for the Pupil premium group of pupils (TA planning).
 Interventions have been well planned and PP children have been targeted to engage in their learning through whole class, small group, and 1:1 sessions (planning and evaluations).
 Pupil premium champion interventions have impacted on outcomes. Weekly targeted sessions have seen rapid improvements in specific areas of need (evaluation sheets).
 Improvements with digital literacy skills have continued.
 Observations through TLAs and precision teaching show self regulation and cooperative and collaborative learning working well (precision teaching, TLA grids).

Improved phonics and reading skills for PP pupils at end of KS1
[half-termly and annual data](#)

Provision of TA support within class

 Engagement and Intervention

Phonics Outcomes:

Year	National 2018	Wimboldsley
One	83%	88%

	<p>1:1 Pupil Premium additional intervention /workshop sessions</p>	<table border="1" data-bbox="976 92 2069 248"> <tr> <td></td> <td></td> <td>PP- 0%</td> </tr> <tr> <td>Two (Phonics Re-Check)</td> <td>61%</td> <td>33% PP - 100%</td> </tr> </table> <p>Reading outcomes:</p> <table border="1" data-bbox="976 347 2069 536"> <tr> <td>KS1 Outcomes</td> <td>Wimboldsley Pupil Premium</td> <td>National - Other 2017</td> </tr> <tr> <td>Reading</td> <td>80%</td> <td>78%</td> </tr> </table> <p>A very skilled and highly trained group of support staff have been deployed to impact on individual needs and improve the outcomes for the Pupil premium group of pupils (TA planning). Interventions have been well planned and PP children have been targeted to engage in their learning through whole class, small group, and 1:1 sessions (planning and evaluations). Pupil premium champion interventions have impacted on outcomes. Weekly targeted sessions have seen rapid improvements in specific areas of need (evaluation sheets).</p>			PP- 0%	Two (Phonics Re-Check)	61%	33% PP - 100%	KS1 Outcomes	Wimboldsley Pupil Premium	National - Other 2017	Reading	80%	78%
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<p>Improved mathematical understanding and attainment at KS2 for PP pupils through monitoring through Precision Teaching systems and internal data collection tracking</p>	<p>Provision of TA support within class</p> <p>Engagement and Intervention</p> <p>1:1 Pupil Premium additional intervention /workshop sessions</p>	<p>KS2 Maths Outcomes:</p> <table border="1" data-bbox="976 925 2069 1114"> <thead> <tr> <th></th> <th>Cohort SAT</th> <th>PP SAT</th> <th>PP TA</th> <th>National Other 2018</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>78%</td> <td>0%</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table> <p>Test technique for vulnerable pupils and access arrangements to be reviewed.</p> <p>Maths and PP identified as areas of need identified on SDP for 2018-19.</p>		Cohort SAT	PP SAT	PP TA	National Other 2018	Maths	78%	0%	100%	80%		
	Cohort SAT	PP SAT	PP TA	National Other 2018										
Maths	78%	0%	100%	80%										
<p>Improved attendance, punctuality and engagement of PP pupils through Assertive Mentoring and tracking systems</p>	<p>Engagement with TAF process - school to provide lead by K Morris, F Chesters</p> <p>Attendance monitoring by Headteacher and Admin assistant</p>	<p>Improved attendance and punctuality.</p> <p>Pupil Premium: 72% above 96% target</p> <table border="1" data-bbox="976 1407 2069 1474"> <tr> <td>ATTENDANCE %</td> <td>PUPILS</td> </tr> </table>	ATTENDANCE %	PUPILS										
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Support for vulnerable pupils in developing 'learning to learn' strategies – targeted groups and individuals

85	1
92	2
94	1
96	2
97	2
98	2
100	2

Non Pupil Premium: 68% above 96% target

ATTENDANCE %	PUPILS
88	2
90	1
92	3
93	4
94	10
95	6
96	9
97	10
98	21
99	20

		100	20
Catch up system and PP interventions and workshops introduced to impact on outcomes and ensure absence does not impact on outcomes.			

Review of expenditure 2016-2017 (£21,120)

Desired Outcome	Action Taken	Impact
To help children reach more than expected progress and attainment in Maths Move disadvantaged middle attainers to high attainers in maths	Specialist maths teacher	80% pupils at ARE in maths and 20% ARE+ 100% made expected progress
Intense input to improve reading ages of pupils (KS2) and IMPACT upon phonics (KS1)	1.1 tuition	90% pupils at ARE 40% pupils at ARE+ Pupils eligible to partake in phonics screening test on track to achieve. 100% pupils made expected progress in reading. 40% made MORE than expected progress.
To target middle attaining children and raise number of pupils achieving more than expected expectations in reading, writing and maths. To consolidate learning and increase application of skills across all subjects	Pre-teach	Cross-curricular writing and deeper learning opportunities in ALL sessions.
Providing small group work with an experienced TA's focused on diminishing gaps between groups in their learning.	KS2 group interventions (including pre-teach)	90% of disadvantaged pupils in KS2 are working at ARE in reading – 40% ARE+ 90% of disadvantaged pupils in KS2 are working at ARE in writing – 30% ARE+ 80% disadvantaged pupils in KS2 are working at ARE in maths – 20% ARE+
Providing small group work with an experienced TA's focused on diminishing gaps between groups in their learning	KS1 group interventions (including pre-teach)	100% disadvantaged pupils in KS1 are working at ARE in reading – 10% ARE+ 80% disadvantaged pupils in KS1 are working at ARE in writing – 0% ARE+ 80% disadvantaged pupils in KS1 are working at ARE in maths – 20% ARE+

Review of expenditure 2015-2016 (£18,480)

Desired Outcome	Action Taken	Impact
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To help children reach more than expected progress and attainment in Maths	Specialist maths teacher	100% of disadvantaged pupils achieved expected standard or above at END of KS2 in maths. Scaled score average for Disadvantaged pupils = 109 school =108 National = 103 All <u>more able</u> disadvantaged pupils achieved above national expectations. 40% disadvantaged middle attainers achieved higher expectations in maths 94% of disadvantaged pupils achieved age related expectations or more (1 pupil below) in whole school.
Intense input to improve reading ages of pupils and IMPACT upon phonics	1.1 tuition	All disadvantaged pupils passed their phonics screening test. Year 1 results – 94%, Year 2 retakes – 100% (2016)
To target middle attaining children and raise number of pupils achieving more than expected expectations. To consolidate learning and increase application of skills	Pre-teach	100% pupils in Year 6 achieved Age Related Expectations or more 14% achieved more than age related expectations in reading. 43% achieved more than age related expectations in writing 57% achieved more than age related expectations in maths. No disadvantaged pupils in Year 2 (2016)
Providing small group work with an experienced TA's focused on narrowing the gap in learning.	KS2 group interventions (including pre-teach)	All disadvantaged pupils achieved age related expectations. 63% achieved more than age related expectations in reading and maths. 38% achieved more than age related expectations in writing. (whole school)
Providing small group work with an experienced TA focused on narrowing the gap in learning.	KS1 group interventions (including pre-teach)	All disadvantaged pupil achieved age related expectations. 50% achieved more than age related expectations in reading.

Review of expenditure 2014-2015 (£18, 200)

Desired Outcome	Action Taken	Impact
To help children reach their potential in Maths	Specialist maths teacher	Pupil Premium pupils making expected or more progress in maths
Intense input to improve reading ages of pupils	1.1 tuition	Pupil Premium Pupils making expected progress or more in maths and literacy.
To target able children and raise number of L3 and L5 children To target children to make age related expectations.	Pre-teach	100% Pupil Premium pupils achieved Level 3 in reading, writing and maths (2015) 100% achieved level 4B+ in writing 50% achieved Level 5 in maths 100% achieved level 4B+ in reading 100% achieved level 4B+ in writing
Providing small group work with an experienced TA focused on overcoming gaps in learning.	KS2 group interventions	Pupils making expected progress or more in maths and literacy.

Providing small group work with an experienced TA focused on overcoming gaps in learning.	KS1 group interventions	Pupils making expected progress or more in maths and literacy.
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