



Impact and Review of Derwentwater Primary School Pupil Premium Strategy: Year: 2018 – 2019

Pupil Premium is an amount of money allocated to disadvantaged children in order to close the achievement gap.

Pupil Premium is allocated from the government straight to school and it is clearly identifiable. Schools are free to spend the Pupil Premium as they feel is appropriate. The government thinks that schools are best placed to assess what additional provision should be made for individual pupils within their responsibility.

All schools are held to account for how they have used additional funding to address the inequalities between children eligible for free school meals (FSM), looked after children (LAC) & service children and other pupils.

Schools must report annually on how the money has been spent and what the impact has been on the achievements of the pupils. The report is publicised on the school website.

School Breakdown of Pupil Premium:

Total number of pupils in the school- Jan 2018: 624pupils			Reception to year 6 Pupil Premium Budget: 181 pupils; funding £238,920	
Current number of pupils: 545 pupils			Nursery Pupil Premium: 2 pupils; funding £600	
LAC: 4 pupils (one child is post LAC)			Adopted from care: 0	
Date of last Pupil Premium Review: 11 th October 2017			Pupil Premium Governor: Vicki Jackson	
Date of next Pupil Premium Strategy Review: Feb 2018			Pupil Premium Lead: Nikki Gardner (Acting Deputy head for Inclusion)	
Year Group	PP no.	Year Group	Percentage of year	Percentage of school
Nursery	2	39	5%	0.3%
Reception	11	69	16%	1.8%
Year 1	22	78	28%	3.5%
Year 2	31	87	36%	5.0%
Year 3	13	78	17%	2.1%
Year 4	24	74	32%	3.8%
Year 5	30	85	35%	4.8%
Year 6	50	110	45%	8.0%
Whole School	181	624	29%	29%

Barriers and Desired Outcomes

Barriers:	Desired Outcomes:	Success Criteria:
<p>1. Very low entry points showing a significant gap in understanding of key facts and basic skills in the core subjects. These gaps often take a number of years to close.</p>	<p>Pupil premium pupils in all year groups to make at least expected progress. Reducing the attainment gap between pp and non-pp pupils in core subjects, including science to less than 10%. (Tracking between PP and National average in future)</p>	<ul style="list-style-type: none"> • Teacher, parents and pupils to know pupil's next steps and targets. • To ensure quality first teaching is evident across the school and targeted interventions and guided groups reduce identified gaps in knowledge and skills. • Senior leadership team utilise termly assessment data to analyse progress and attainment of PP children and coordinate (through pupil progress meetings) implementation of interventions where necessary. • All teachers utilise effective assessment for learning strategies to ensure PP children make accelerated progress.
<p>2. Limited exposure to high level vocabulary and opportunities to deepen understanding impacts negatively on children reaching expected or greater depth in reading, writing and mathematics.</p>	<p>Progress is accelerated, leading to the attainment gap narrowing in reading and writing and 10% more PP children achieving GDS/Higher standard. Reception data showing an increase for PP children in GLD by 10%. Bold Beginnings, Bercow report</p>	<ul style="list-style-type: none"> • Early years planning focus on communication and interaction to develop language skills. • Speech and language support, training and interventions that show impact. • Whole school focus on oracy, higher level vocabulary and reading comprehension.
<p>3. Limited parent engagement can become a barrier to success and progress. These families and pupils would benefit greatly from additional support and nurture.</p>	<p>Increase in parent engagement leading to a shared vision. Greater understanding of how parents can support their children leading to a narrowing of the attainment gap and increased confidence.</p>	<ul style="list-style-type: none"> • A programme of workshops that develop confidence and understanding amongst hard to reach parents. • Workshops, drop-ins, coffee mornings, Parent Support Advisor (PSA) and The Hub being utilised by more parents. Use of a translator. • Counselling service being used by parents and children. • A calendar of events that involve the whole community. • A programme of workshops that reflect parent voice.
<p>4. Social and emotional needs can impact on attitude and behaviour for learning.</p>	<p>Improved behaviour on the playground and engagement in class. Children taking responsibility for their own behaviour choices. Children aware of how to self- regulate and</p>	<ul style="list-style-type: none"> • Tracking system shows a reduction in incidents leading to reflection time and/or letters to parents. • Greater parent partnership. • Targeted interventions and pupil voice show positive impact. • Counselling service being utilised by parents and children.

Barriers:	Desired Outcomes:	Success Criteria:
	manage their emotions. Greater resilience shown.	<ul style="list-style-type: none"> • Training around SEMH to upskill teachers. • Good behaviour for learning evident; children understand how they can support themselves.
5. Limited opportunity for support in completing home learning and access to learning material is limited.	Attainment gap narrows as children are supported with their reading homework. Increase in confidence amongst PP children and enhanced enjoyment of books.	<ul style="list-style-type: none"> • Use the Hub for additional reading support and homework reading club. • School library promotes a love of reading and encourages children to borrow books. • Increase in use of Reading Eggs. • Increased access and use of laptops to access other online learning sites. • Parents use school website to link to educational sites.
6. Poor dental hygiene and starting the day off hungry has a negative impact on learning.	Improved focus and concentration and an increased awareness of health. A reduction in the attainment gap between pp and non pp children.	<ul style="list-style-type: none"> • Links to health visitors to address oral health and healthy eating. • Mile a day to increase readiness to learn. • Greater parent engagement in health workshops, leading to better health • Fruit available to children in key stage 2
7. Limited opportunities to participate in enrichment activities outside of school leads to reduced prospects and experiences.	Greater participation in enrichment activities that lead to increased aspirations. Increased progress and self-esteem. Greater confidence and engagement.	<ul style="list-style-type: none"> • Programme of visitors and trips across the school that enrich the curriculum and increase pupil engagement and motivation to learn and initiate learning. • Greater involvement in clubs offered at school. • Pupils show greater confidence in their learning and interaction with others.
8. High percentage of PP are EAL children in the early stages of English acquisition. This limits their access to good English speaking and listening models.	EAL, PP children can access more of the curriculum through the use of visuals and as a result narrowing the attainment gap. Greater engagement in parent workshops leads to improved understanding of education and an increase in confidence in how they can support their children.	<ul style="list-style-type: none"> • EAL programme supports children’s language development. • Speech and Language specialist utilised to develop strategies and approaches such as colourful semantics, environmental checklist and early language acquisition interventions. • Whole school approach to develop oracy, vocabulary and reading comprehension fully embedded and showing impact. • Increase in attendance at parent workshops

Attainment: 2016-2019

Year 6 July (35 pupils)	2016-2017				2017-2018				2018-2019			
	DPS PP	DPS All pupils	All pupils Nat	Nat PP	DPS PP	DPS All pupils	All pupils Nat	Nat PP	DPS PP	DPS All pupils	All pupils Nat	Nat PP
% achieving at or above in reading, writing and mathematics	57%	62%	61%	47%	54%	63%	64%	51%	50%	56%	65%	51%
% achieving the higher standard in reading, writing and mathematics	2%	11%	9%	4%	4%	10%	10%	4%	3%	9%	11%	5%
% at expected for writing	67%	69%	76%		65%	73%	78%		70%	69%	78%	
% at expected for reading	67%	71%	72%		69%	75%	75%		63%	67%	73%	
% at expected for mathematics	77%	76.2%	75%		69%	76%	75%		73%	80%	79%	
% at expected for EGPS	77%	80%	77%		75%	79%	78%		78%	78%	78%	
% at greater depth for writing	5%	13%	18%		8%	13%	20%		6%	23%	20%	
% at the higher standard for reading	17%	32%	25%		13%	21%	28%		16%	15%	27%	
% at the higher standard for mathematics	19%	25%	23%		19%	24%	24%		19%	25%	27%	
% at the higher standard for EGPS	33%	40.5%	31%		31%	39%	34%		22%	30%	36%	
% making progress in reading	-0.7	0.7	0.0	-0.7	-0.4	-0.5	0.0	-0.6	0.7	0.7	0.0	
% making progress in writing	-2.1	-1.4	0.0	-0.4	-1.1	-1.2	0.0	-0.4	0.0	0.1	0.0	
% making progress in mathematics	0.8	0.5	0.0	-0.6	0.6	0.5	0.0	-0.6	-0.4	0.9	0.0	

Diminishing the Gap between Pupil Premium and Non-Pupil Premium from 2017-2018 – Targets for 2018-2019

Diminishing the Gap - Pupil Premium and Non-Pupil Premium children 2017-2018			Targets 2018-2019
Early Years	PP children's attainment was higher than Non-PP children in all areas except for writing and number		Current year 1
			To increase attainment by a further 10% in writing and maths 8% gap in reading, writing and maths
		Summer	Current year 2 Summer
Year 1 Reading	The gap did not diminish	7% gap	To increase attainment by 10% 10% gap
Year 1 Writing	The gap did not diminish	15% gap	Reduce the gap by 10% 16% gap
Year 1 Maths	The gap did not diminish	9% gap	To increase attainment by 10% PP exceeding by 3%
			Current year 3
Year 2 Reading	Diminished the gap by 9%	PP exceeding by 7%	To increase attainment by a further 10% PP exceeding by 12%
Year 2 Writing	Diminished the gap by 22%	PP exceeding by 12%	To increase attainment by a further 10% 5%
Year 2 Maths	Diminished the gap by 5%	3% gap	To increase attainment by a further 10% 2%
			Current year 4
Year 3 Reading	The gap did not diminish	23% gap	Reduce the gap by 10% 13%
Year 3 Writing	Diminished the gap by 3%	11% gap	Reduce the gap by a further 10% 6%
Year 3 Maths	Diminished the gap by 10%	16% gap	Reduce the gap by a further 10% the same
			Current year 5
Year 4 Reading	The gap did not diminish	2% gap	To increase attainment by 10% PP exceeding by 18%
Year 4 Writing	The gap diminished by 3%	PP exceeding by 13%	To increase attainment by a further 10% PP exceeding by 9%
Year 4 Maths	The gap diminished by 2%	PP exceeding by 6%	To increase attainment by a further 5% PP exceeding by 7%
			Current year 6
Year 5 Reading	The gap did not diminish	2% gap	To increase attainment by 10% 4%
Year 5 Writing	Diminished by 3%	PP exceeding by 5%	To increase attainment by a further 10% +1%
Year 5 Maths	Diminished by 2%	8% gap	To increase attainment by a further 10% 7% gap
			LEFT
Year 6 Reading	Diminished the gap by 6%	11% gap	
Year 6 Writing	The gap did not diminish	15% gap	
Year 6 Maths	The gap did not diminish	15% gap	

Planned Expenditure 2018 – 2019:

Quality of teaching for all					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
High standards of teaching and learning through consistent planning and assessment	Additional focused teaching support – through planning support and team teaching led by Subject Leads and Assistant Head teacher (ongoing) Cost: £84,000	Utilising expertise, experience and strengths to develop standards of teaching through a collaborative approach has been proven to be effective in raising standards. There will be a focus on team teaching and shared planning.	Monitoring of progress of key children and rolling monitoring and improvement cycle. Evaluation of teaching & learning. Analysis of data. Subject and phase reviews. Book monitoring. Learning walks.	AP- 1 day RF-2.5 days CA-2.5 days AB-2 days KH-2 days LP- 0.5 day NG-1 day	Half termly monitoring Pupil progress meetings In most year groups PP children are exceeding non pp or the gaps are small and diminishing.
Consistent first quality teaching that demonstrates use of strategies outlined in training	Training to develop reading and writing Cost: Shirley Clarke training £4,000	Training programme – Increasing boys engagement, colourful semantics, developing oracy and high level vocabulary, reading comprehension approach, EAL strategies, SEN strategies Links to outside agencies	Monitoring of planning, teaching and book scrutiny. Data analysis Learning walks Environmental checklist Handbook Training for new staff	SLT Leadership	Half termly monitoring Pupil progress meetings Pupil voice has shown that children enjoy no pens day. Learning walks demonstrated excellent opportunities for speaking and listening for all pupils.
Progress and Attainment improves	Pupil premium pupil progress focus meetings to be run with the Head/DHT on a half termly basis. Cost: £10,200 (15x supply)	Regular pupil progress meetings develop closer tracking of pupil premium children. Teachers are constantly evaluating progress and developing next step support strategies.	Time planning Targeted in-class interventions	Head DHT	Half Termly meetings that have shown that teachers know their children. Opportunity to identify children making slow progress followed by discussions around strategies and next steps has improved offer in most classrooms.

Quality of teaching for all					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Improved behaviour, engagement and resilience	Specialised CPD to support SEMH Cost: £2,000	Specialist Practitioner Research based therapeutic strategies which have positive impacts. EP and specialist advice	Reviewing training before in happens. Review impact in classrooms.	Counsellor SALT EP	Learning walks Book scrutiny. Pupil voice Improved communication with counselling service has led to greater understanding of school needs. E.g. high % of girls use service compared to boys.
Speech and language targets met, impacting positively on progress and attainment	Speech and Language Therapist employed four days a week. Cost on PP budget is 1.5 days per week. Cost: £12,000	Specialist Practitioner Research based strategies which have positive impacts.	Review impact of pupil programmes.	SALT SENCo	At the end of each programme SLT reviews progress. For majority of children significant progress has been made.
Improved behaviour through consistent systems, reflection, ownership of behaviour and interventions.	Introduce consistent school behaviour approach. Focus on positive choices, rewards, celebration, values, modelling and reflection. Tracking system to identify trends and target children. Cost: £7,200	Tracking behaviour allows for targeted interventions to support children. Positive interactions and consistent and fair systems help children feel safe and secure.	Training Monitoring Tracking Parent and pupil feedback Reduction in number of incidents	DHT NG 1 day TF 1 day	Clear systems for sanctions and rewards that are understood by parents, staff and children. Next step to improve the tracking of children being sent to reflection and reasons why.
Total cost: £119,400					

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Progress and Attainment improves	Leadership to teach small booster groups twice a week, to specifically target pupil's gaps. (Attached to QFT)	Leadership team have expertise, experience and strengths in closing pupils' gaps. This has been proven to have a high impact on pupil outcomes – including PP.	Analysis of data of intervention impact.	SLT AB NG	Every 6 weeks. Accelerated progress
Progress and Attainment improves	Before school pre-learning lessons Four days a week) Cost: £3,400 MM	Pupils benefit from pre-teaching. This has been proven to have a high impact on pupil outcomes – including PP.	Analysis of data of intervention impact.	Maths Leaders	Every 6 weeks. Accelerated progress
Build confidence and make friends	Lunchtime social and communication club Cost: £ 6,000	To enable children who struggle with friendships and communication to develop confidence and skills through games, song and role play. This will be the first time that this club will be running.	Baseline surveys Half Termly follow up surveys.	SENCo TH x5 SE x5	Every 6 weeks. Improved readiness to learn and a reduction in lunch time issues with the children accessing the HUB.
Build confidence	After school speech and language groups Year 3-6	Supporting children with dyslexic tendencies to explore strategies and raise self-esteem. Historic data shows that this has a high impact.	Baseline surveys Baseline diagnostic baselines and follow up surveys. Half Termly follow up surveys.	SALT SENCo	Every 6 weeks (Did not happen)

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Maintain excellent progress and attainment in phonics screening and RWI Improve progress and attainment in reading and self confidence	RWI Year 1 and 2 phonics 1-2-1 tuition. (daily) Cost: £14,500 Train parents to be reading volunteers, (5 sessions) Cost: £400	Identifying pupils' gaps and teaching to them. The data from the last two years shows that it has a good impact. Education, Endowment Fund identifies RWI as an evidence based approach Pupils benefit from 1-2-1 reading as they do not receive it at home. 1-2-1 reading has an impact on pupil progress and confidence. Pupils benefit from personalised support. This has been proven to have a high impact on pupil outcomes.	Progress assessments every 6 weeks. Progress assessments every 6 weeks. Analysis of data of intervention impact.	NL 2 hrs daily TH 2 hrs daily DHT PSA Support staff KS1 AHT EYFS Lead CMx5	Every 6 weeks Every 6 weeks RWN – every child has made at least 5 steps of progress including PP Gap diminishing between PP and non PP
Progress and Attainment improved	Nursery and Reception – Talking box intervention (Three times a week) Cost: £4,500	Pupils develop their support language. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact.	SALT EYFS Leader	Every 6 weeks RWN – every child has made at least 5 steps of progress including PP On track for 78% language, 73% understanding, 83% listening Above national average
Improve progress and attainment in maths	After school maths intervention Cost: £3,400	Pupils benefit from pre-teaching and revision. This has been proven to have a high impact on pupil outcomes – including PP. MM x4	Analysis of data of intervention impact.	TA Maths Leaders	Every 6 weeks Accelerated progress
Improve progress and	Year 6 specialist mathematics teacher Cost: £19,000	Pupils benefit from smaller classes and specialist teaching.	Analysis of data of intervention impact.	TA DHT	Every 6 weeks Accelerated progress

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
attainment in maths in year 6	1.15mx5 weekly CM	This has been proven to have a high impact on pupil outcomes – including PP.			
Improve progress and attainment in reading and spelling	Nessy Reading and Spelling Year 3 to 6. (annual) Cost: £4,300	Reading and spelling program to develop phonic awareness, phonics, blending, sight words, fluency, spelling, vocabulary and comprehension. Aimed at children who struggle to read and spell, children with EAL and particularly children with dyslexia. Studies show that this has a positive impact on pupils' reading age.	New Salford reading test to establish chronological baseline follow up 6 months later 49 subscriptions – adult supervision for GP check?	SENCo TA	Every 6 months Poor overall impact due to inconsistent use. Reviewing how to target children with this program
Improve progress and attainment in reading	Reading Eggs and Reading Express (annual) Cost: £1,500	Computer program to develop phonological awareness, develop vocabulary, fluency and comprehension. Improve spelling skills and reading skills through engaging interactive activities. Historic data shows that this has a high impact on students' reading age.	Program continuously measures impact. Analysis of this program will be on a half termly basis. Subscription cost and supervision	SENCo TA	Every term Poor overall impact due to inconsistent use. Reviewing how to target children with this program
Increase progress and attainment and build confidence	Lunchtime Reading Club (weekly) (Costed in with lunchtime social and communication club)	To support children who have not returned or completed reading homework. This is the first time that we will be running the club as a result of pupils' requests.	Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that	SENCo TA	6 weeks Pupil voice shows that children enjoy reading in the hub

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
			they are making, pre and post joining the club.		
Improve progress and attainment and build confidence	After school homework club (four times a week) x2 Cost: £3,400	To support children who have not returned or completed homework. This is the first time that we will be running the club as a result of pupils' requests.	Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that they are making, pre and post joining the club.	SENCo TAs SE TH NL 4Xweekly	6 weeks (Less effective than anticipated.-Improve organisation for next year0
Build confidence and make friends	Lunchtime Wellbeing group and mentor (Costed)	Target children who have multiple vulnerabilities (Special needs children, EAL pupils and Pupil Premium). Develop social interaction and wellbeing – games, drawing, mindfulness colouring, origami etc. This is in response to pupil voice and identified concerns.	Pupil emotion wellbeing baseline surveys. Pupil conferencing.	SENCo TA	Currently children are targeted with complex SEN needs and/or emotional difficulties; we want to extend the offer to include more children.
Support SEMH needs and social interactions	School counselling 'The Space' Plus additional counsellor Cost: £16,000	'The Space' gives children the opportunities for self-referral. Pupil premium children are referred by the school for 1-2-1. Historic data shows	School counsellor keeps records of pupils attending and produces a	DHT Counselling Manager Counsellor	28% of PP children access the service. Girls mostly access the service and the issues are around friendships

Targeted Support					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
		that it has a positive impact on a pupil's wellbeing.	monitoring report on a termly basis. Baseline surveys are done with the pupil, parent and class teacher. Follow up surveys are done when appropriate.		
Individual OT programmes to support learning	1-2-1 and small group occupational therapy programs Cost: £4,100	Programs are designed by the local authority Occupational Therapist. The programs focus on improving pupils' fine, gross motor skills and core strength.	Therapist creates baseline and does post-intervention measurements.	SENCo Occupational Therapist	SE 4 hrs RH 2 hrs OT training for all staff to incorporate in whole class teaching
Build confidence and develop empathy skills	Baby watching Year 1-4 (Summer Term) Cost: Parent Salary	To develop empathy skills, encouraging young children to think about their feelings and the feelings of others. Statistical research shows that it has an impact.	Pre and Post surveys.	PSA	At the start and end of every program. (Did not happen)
Build confidence and self-esteem	Silver Seal Year 1 and 2 (One a week) Cost: £800	To develop children's social and emotional skills through small group activities. Learning to be respectful to themselves, others and their surroundings.	Pre and Post surveys	SENCo TA NL	At the start and end of every program.
Total cost: £81,300					

Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Support for parents	Parent drop ins with the Counselling Manager (weekly) Cost: Part of counselling	Parents require the opportunity to have someone to speak to about their issues. Historic data shows that this has a good impact on our pupils' wellbeing.	The Counselling Manager keeps a record of parents' attendance and general commentary around parental issues.	DHT Counselling Manager	Termly report from counselling service shows positive impact.
Support for parents	Parents Support Adviser (PSA) (annual) Cost: £35,100	To provide guidance and advice to parents and carers on supporting their children at home. Improving links with parents to increase their involvement in school life. To deliver tailored workshops, for example on reading, healthy eating, parenting skills to help parents know how best to improve children's outcomes.	The PSA keeps a log of parents supported and impact of support. Following every parent workshop feedback is collected by parents. Arabic and Somali coffee mornings provide parents with the opportunities for feedback and strategy and themes for upcoming events.	PSA	Ongoing reports to Head Teacher. Programme of workshops and high level of support offered by PSA
Build confidence and make friends	Activities and experiences Funding for participation in wider school activities (ongoing) Cost: £3,000	To enable full participation in all school activities so that disadvantaged pupils can take advantage of opportunities available to their peers, enabling them to acquire life skills and improve their self-confidence.	Feedback from pupils.	SBM AHTs DHT	Pupil voice shows enjoyment of new experiences

Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Support parents and help children broaden their experiences	After school clubs Summer Term Cost: £21,900 SLT run a club	Broadening children's experiences allows them to have higher aspirations and grow in confidence. Cooking, Art, homework, netball	Feedback from pupils and parents.	Admin Staff SBM AB/LP	Survey parents at the start and end of the term.
Support for parents	Phonics workshops in EYFS and KS1 (x 6) (Overall budget)	To enable parents to support their child in learning to read.	Feedback from parents.	EYFS Leader AHT KS1	Survey parents post workshops.
Support SEMH needs	Develop the playground so it has defined spaces that promotes exercise, social interaction and awareness of nature. (Overall budget)	Evidence to suggest exercise and social interaction supports mental well being	Feedback from parents and pupils. Observation of behaviour and engagement.	All	Parent, pupil questionnaire. Yearly Daily mile year 1 has had a positive impact on readiness to learn according to class teachers.
Improve links with the community and support children with SEMH	Develop The Hub as a community centre that offers a range of activities and workshops and links to other agencies. Oral health care, health eating, library (Overall budget)	Increasing parental engagement in order to support families in supporting their children. Breaking down barriers for hard to reach parents.	Increased parent participation and feedback. Programme of workshops that reflect school needs and parent voice.	PSA SENCo DHI DHS	Feedback at the end of each workshop Programme that reflects needs of the school. Positive response from parents

Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Enrich the experience of the nursery children	Refurbish the nursery – incorporate sensory spaces and areas to develop communication and interaction (Overall budget)	Speech and Language input outlines the need for younger children to have their sensory needs fulfilled in order to access other parts of their learning.	Work in collaboration with speech and language therapist to ensure adequate resources are used.	Sp &L DHI SENCo	Pupil engagement Monitoring of nursery provision (Ongoing)
Enhance the curriculum and speaking and learning opportunities to improve language	Create a Year 1 outdoor learning space (Overall budget)	Evidence shows that opportunities to learn by doing and experiencing is more powerful way to engage children in their learning.	AH for key stage 1 to lead in developing the playground concept with speech and Language therapist and DHI Ensure quality planning of outdoor learning promotes language. Observations show language rich opportunities.	AH KS1 DHI Sp &L	Termly (Ongoing)
Meet social and emotional needs	Improve Dining experience by refurbishing the canteen. (Overall budget)	Evidence suggests that social interaction during meal time supports mental well-being.	Pupils to have an input in the design. Feedback about experience.	DHI	Termly (Ongoing)
Broaden children's experiences	Develop a programme of enrichment activities across the school – trips and visitors. CM (Overall budget)	Providing opportunities that inspire and enhance children's engagement with learning.	Trips and visitors link to curriculum coverage – monitored through calendar and topic webs	DHS	Yearly overview of trips Pupil voice is positive and evidence that enrichment activities are leading to learning that sticks.

Support for pupils and families					
Desired Outcome	Chosen Action/approach	Evidence and rationale	Success criteria	Lead/staff	Review
Enhance reading opportunities	Create a library (Overall budget)	Promote a love of reading and an environment that encourages reading for enjoyment. Evidence shows that reading daily is a significant contributing factor to better outcomes.	Pupil and parent voice showing greater interest in reading.	English leads	Author launched library and led assemblies across the school. Launched new reading scheme. High pupil engagement.
Develop confidence in speaking and use of a broader vocabulary	Oracy Reading comprehension No pens day Vocabulary (Overall budget)	Improved vocabulary and opportunities that promote speaking have a positive impact on confidence, writing and understanding.	Whole school training on planning for oracy. Sharing good practise and monitoring quality of teaching and learning during no pens day.	English leads	Evidence of high level vocabulary in books and spoken language.
Increased confidence in maths	Numicon interventions (Overall budget)	Use of concrete resources to develop strategies that improve confidence and move children on to abstract calculations.	Staff training	TAS AH	Used well in early years – needs to be used in interventions for key stage 2
Total cost: £60,000					

Pupil Premium Budget 2018-2019	£238,890	Planned expenditure on Pupil Premium	£260,700
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Impact:

- 100% of EYFS pupils who are pupil premium made accelerated progress of 6+ steps
- 56% children in reception who are pupil premium reached a Good Level of Development (GLD)
- 87 % of year 1 children passed their phonics screening with 100% passing in year 2
- Gaps between PP and non PP children have diminished or are small
- Combined RWM attainment of PP children is within 10% of non PP (with the exception of year 2) and exceeding in year 5
- Combined RWM, in year 6, is in line with the pupil premium national average of 51%
- Where slow progress has been made children have multiple vulnerabilities
- Pupil Voice has shown a positive impact of school initiatives e.g. No Pens Day, hook lessons, enrichment activities, visuals and playground development, counselling service

Year group	No of PP	Subject	Disadvantaged Pupils % ARE		Gap between PP and Non-PP +/-	Summer Expected + (started in reception)	National Average	Progress Expected +	
			Summer PP%	Summer Non-PP %				Summer Difference	PP
1	10	Reading	60%	68%	-8%	67% (72%)	75%	60%	79%
		Writing	50%	58%	-8%	57% (63%)	70%	70%	74%
		Maths	60%	68%	-8%	67% (72%)	76%	90%	79%
		RWM	50%	58%	-8%				
2	19	Reading	53%	63%	-10%	60% (72%)	75%	74%	80%
		Writing	42%	58%	-16%	56% (65%)	70%	78%	84%
		Maths	68%	65%	+3%	66% (75%)	76%	84%	82%
		RWM	37%	57%	-20%				
3	24	Reading	48%	36%	+12%	40% (42%)	73%	67%	71%
		Writing	43%	48%	-5%	46% (50%)	78%	78%	87%
		Maths	57%	59%	-2%	58% (66%)	79%	86%	87%
		RWM	30%	32%	-2%				
4	9	Reading	56%	69%	-13%	67% (73%)	73%	91%	88%
		Writing	56%	62%	-6%	61% (65%)	78%	82%	92%
		Maths	67%	67%	same	67% (73%)	79%	91%	81%
		RWM	56%	59%	-3%				
5	23	Reading	65%	47%	+18%	53% (69%)	73%	100%	77%
		Writing	65%	56%	+9%	59% (77%)	78%	88%	98%
		Maths	78%	71%	+7%	73% (82%)	79%	81%	87%
		RWM	65%	44%	+21%				
6	30	Reading	63%	67%	-4%	66% (74%)	73%		
		Writing	70%	69%	+1%	70% (75%)	78%		
		Maths	73%	80%	-7%	77% (81%)	79%		
		RWM	50%	57%	-7%	56%	65%		