

1. Review of expenditure			
Previous Academic Year		2017/18 £ 19,950	
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
Improved attainment and progress in reading writing and maths	Reduce class sizes in morning by employing additional teacher	25% of year 6 PP met expected standard in RWM .Case study for 1 PP SEN shows progress Year 2 PP phonics 100% Year 1 PP phonics 50% Year 2 PP maths 100% Year 2 PP reading 50% Year 2 PP writing 0 EY:100% GLD NB: All small cohorts	<i>Overall impact throughout the school is good. This is still a valid approach to try and give extra boost to PP</i>
An improved progress and attainment in maths in KS2	Provide CPD for staff; KS2 Maths Mastery White Rose Puma Maths Assessments Provide cpd for TA's in maths skills Purchase a specific Catch-Up Numeracy Intervention & train staff	Year 6 PP 50% met Staff knowledge increased. More impact will show as new strategy becomes embedded Work shows improved evidence of reasoning TAs report improved confidence and understanding of new approach and how to support pupils A teacher and 2 TAs trained and upskilled to support PP. Impact on pupils too early to measure	<i>This strategy is for longer term gain and will continue, especially as staff change. Numeracy intervention has not had time to show true effects as yet</i>
Improved attainment and progress in reading writing and maths	Develop new spelling program Reading Egg recovery program	All staff trained in Babcock spelling Year 2-5 show improvement in summative assessments This was not achieved this year	<i>Spelling monitored termly and structured lessons are showing over all improvements throughout the school for the majority.</i>

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
Improved progress and attainment in maths & reading across KS2	5 x weekly small group sessions in maths, reading, phonics for targeted PP pupils with experienced TA or teacher, in addition to standard lessons. This will include mental Maths strategies, methods of calculation, precision teaching for phonics and high frequency words, spelling support, homework help.	25% Targeted PP pupils achieved expected in maths at end of KS2. Also high progress scores Targeted pupils achieved EXS in phonics and retakes. KS1 result achieved in maths but not reading and writing for targeted PP	<i>New starter very late in year compromised KS2 data. Good progress steps by 1 PP in KS2. Approach sound, SEN PP pupils made progress over year but not from KS1.</i> <i>Phonic retake 100%</i> <i>Good result for maths. Late starter to cohort compromised writing data as there was not enough evidence.</i>
Year 6 Maths attainment Improved attendance/punctuality Improved attainment/progress	Booster Year 6 Year 6 Teacher 12 weeks Beanstalk Reading Project Started April 2018 Early Starters Club	25% targeted PP pupils achieved expected in maths at end of KS2 Also of benefit to non-PP in small group with @70% of booster group EXS Year 4/5 pupils. Improved fluency and confidence shown. Too early to assess overall impact Pre teaching for PP SEN improved access to lessons Improved Attendance & punctuality Phonics retake passed Phonics yr 1 near pass Improved progress for year 5 pp in maths & writing	<i>New starter very late in year compromised KS2 data. . Good progress steps by 1 PP in KS2.</i> <i>Evidence suggests Beanstalk having impact on confidence and engagement with reading. Will run project until April and then re assess.</i> <i>Early Starters has improved attendance and punctuality for some. Homework completed at Early Starters</i> <i>Key time for support without missing other subjects.</i>

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iii. Other approaches			
Support is given for those PP children not able to complete homework because of resources and family circumstances	Questionnaire sent home to parents establishing any homework resources needed. School to supply some resources. Homework Club set up at school.	Homework club attended by a range of pupils-not specifically PP	<i>Positive impact on attitude and homework was done by most</i>
<p>Trips and residential music lessons</p> <p>Additional transfer visits to High School with TA support for transition</p> <p>Pastoral Support</p> <p>Emotional Support</p>	<p>Use support worker to engage with pupil premium children in reading programme with recovery dog</p> <p>Pastoral support and social skills group</p> <p>Nurture/play therapy sessions</p> <p>Financial support for pupil premium pupils to be inclusive</p>	<p>All pupils accessed activities. Residential especially significant as personal development improved</p> <p>Popular sessions but not maintained owing to staff absence</p> <p>Vulnerable pupils transferred to secondary school and settled quickly</p> <p>Play sessions helped monitor and protect vulnerable pupils and was part of Safeguarding support. Also maintained confidence of parents. This applies to PP and others</p>	<p><i>Although not all PP needed support, it did mean all except one of those who were not inclined to go did attend.</i></p> <p><i>New provider sourced for coming year, as signs were promising</i></p> <p><i>Releasing TAs for support worked well and was vital to success</i></p> <p><i>Essential that this continues next year</i></p>