



Wolsingham Primary School Pupil Premium Statement 2019-20



Rationale

At Wolsingham Primary School, we believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils. The attainment and progress of all vulnerable pupil groups, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated and due to small numbers, linked to individual need. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

Care should be taken when interpreting the differences in attainment between groups of pupils. Most of our cohorts have a small minority of children who are disadvantaged pupils. Therefore, one child can represent a large proportion of the year group.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Previously Looked After Children	Number of Looked After Children	Number of Service Children
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £2,300	Per Pupil £1,700*	Per Pupil £300
Jan 19 Census – 22 (10.9%)	11	7	3	1	0
Sept 2019 – 17 (9.8%)	9	5	2	1	0

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

Early Years Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53
0	0	0	0	0

Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	Jan 19 Census – 192 Sept 2019 - 174	Number of Pupils Eligible	Jan 19 Census – 21 (10.9%) Sept 2019 – 17 (9.8%)
Total Pupil Premium Budget	£30,060 - £1,700 (LAC funding)	% of Pupils Eligible	Jan 19 Census – 21 (10.9%) Sept 2019 – 17 (9.8%)

1. Current attainment (2019 – Disadvantaged pupils outcomes)

EYFS – 26 pupils (1 disadvantaged)								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	0%	75%	-75%	-19%				
KS1 Y2 - 20 pupils (3 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	67%	78%	-15%	-11%	14%	28%	-14%	-14%
Writing	67%	73%	-21%	-6%	7%	17%	-10%	-10%
Maths	67%	79%	-15%	-12%	12%	24%	-12%	-12%
KS2 Y6 - 33 pupils (6 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019

Reading	33%	78%	-52%	-45%	0%	31%	-31%	-14%
Writing	33%	83%	-45%	-15%	0%	24%	-24%	-13%
Maths	50%	83%	-39%	-12%	0%	31%	-31%	-15%
GPS	50%	83%	-35%	-17%	17%	40%	-23%	-15%
RWM combined	17%	70%	-27%	-10%	0%	13%	-13%	-8%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Speech and language difficulties affecting progress towards GLD in prime areas by end of reception.
B.	Cognition and learning difficulties impacting on progress made in reading, writing and maths.
C.	Social and Emotional difficulties impacting on progress made in PSED/ability to achieve GLD in PSED.
D.	Phonological awareness and reading difficulties.
E.	Progress in writing (particularly Upper KS2)

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Few opportunities for first-hand cultural and life experiences reduce opportunities to develop and stimulate a love of learning.
G.	The percentage of pupil premium persistent absence is higher than those nationally.
H.	Pupils unprepared for school activities and home learning tasks incomplete.
I.	Parents unable to provide support with learning at home.
J.	Pupils lack resilience and independence.

3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.	The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.
B.	The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.	The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, writing and maths increases compared to 18/19 data.
C.	Social-emotional difficulties have limited impact on learning.	PP+ pupils achieve GLD for PSED or make accelerated progress in PSED across Reception.
D.	PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.	<p>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</p> <p>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</p> <p>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</p> <p>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</p> <p>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</p>
E.	The proportion of PP pupils making at least expected progress across KS2 in writing increases.	<p>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</p> <p>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</p> <p>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</p>

F.	Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.	PP pupils access first-hand experiences which further support outcomes in reading, writing and Maths.
G.	The percentage of pupil premium absentees reduces further and is in line with those of national.	The % of PP persistent absentees reduces and is in line with the national average. The % of PP lateness reduces from that of 2018/19. The average % attendance for PP pupils increases compared to 2018/19.
H.	Learning and school experience is not impeded by family organisation and /or poverty.	All PP pupils are prepared for school activities enabling them to fully participate in learning.
I.	Increased parental contribution to positive outcomes in reading and writing.	Increase in the proportion of parents engaging in their child's education and increased awareness of the school curriculum. The % of PP pupils completing homework increases. The % of PP pupils reading regularly and completing AR quizzes regularly increases.
J.	The resilience and independence of PP pupils particularly in Year 6 increases.	Children are more resilient and are able to challenge themselves in their learning with increasing confidence.

4. Planned expenditure					
Academic year		2019-20			
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 A, D, E, F					
Desired Outcome	Action	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted intervention by staff in identified year groups and particularly in Reception.</p> <p>£568</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings</p>
	<p>Ongoing CPD for teaching and support staff – effective quality first teaching strategies.</p> <p>£1,500</p>	<p>Assessment analysis and monitoring of pupil progress data indicates difficulties in speech and language.</p>	<p>Monitoring of intervention planning and delivery.</p>	<p>SLT</p> <p>English lead</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings.</p>
	<p>Purchase and use of Speech Link software to aid identification of issues.</p> <p>£208</p>	<p>Increase in children entering Reception with speech and language difficulties – quick and targeted identification.</p>	<p>Monitoring of results, planned intervention and delivery.</p>	<p>SENCO</p> <p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings.</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p>	<p>Targeted intervention by teachers in identified year groups including for PP children.</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standards and Achievement meetings</p>

<p><i>The % of PP pupils achieving end of year expectations in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	<p>Continued purchase of Accelerated Reader program</p> <p>£1450</p>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence for Education Endowment Fund. It allows pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities. Program can also be linked to "out of school" use and will help develop links with parents.</p>	<p>Half termly cohort development plans.</p> <p>Monitoring of interventions and AR by senior leaders.</p>	<p>SLT</p>	<p>SLT meetings with KS leaders half termly.</p> <p>Half termly.</p>
	<p>Purchase of bookmarks for whole school Reading Challenge</p> <p>£60</p>	<p>Whole school challenge to promote the frequency of reading linked to house team points.</p>	<p>AR monitored by English subject-leader.</p>	<p>English Lead</p>	<p>Half termly.</p> <p>SLT meetings</p>
	<p>Read Write Inc. Training update for teachers and Teaching Assistants including cover costs and resources.</p> <p>£2,980</p>	<p>Synthetic phonics programmes are an effective method for developing early reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.</p>	<p>Half-termly assessments of phonic sounds.</p>	<p>English Lead</p>	<p>Half termly.</p> <p>SLT meetings</p>

<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>Ongoing CPD for teaching and support staff – effective first quality teaching strategies. Model lessons by curriculum leads and external providers (e.g. Adam Bushnell)</p> <p>£1,500</p>	<p>Assessment analysis and work scrutiny indicates poor knowledge of approaches to planning extended writing particularly in KS2.</p>	<p>Monitoring of teaching (teaching pupils’ planning of extended writing) and pupil work.</p>	<p>English lead KS leaders</p>	<p>SLT meetings</p>
	<p>Purchase of Literacy Shed+ resource to aid planning for writing.</p> <p>£137</p>	<p>Planning scrutiny indicates support required in development of progression of writing skills. Provide engaging and enjoyable stimulus for writing.</p>	<p>Monitoring of teaching and pupil work.</p>	<p>English lead KS leaders</p>	<p>SLT meetings</p>

<p>F. Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>PP pupils access first-hand experiences which further support outcomes in writing and Maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to read widely and write creatively. E.g. Teach Rex, storytellers, problem solving experiences, historical experiences.</p> <p>Forest Schools half termly sessions for each year group (£3185) Subsidised Residential Visits (£562). Subsidised educational visits. (£60) Musical instrument tuition (£110)</p> <p style="text-align: center;">£7,117</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of many PP children.</p> <p>Relevant experiences provided last academic year results in higher standards of writing.</p>	<p>Half termly monitoring.</p>	<p>English lead Maths lead</p>	<p>Half termly SLT meetings.</p>	<p style="text-align: right;">Total budgeted cost £15,520</p>
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ii. Targeted support A, B, C, D, E					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p> <p><i>The % of PP pupils achieving GLD in CLL at the end of Reception or making accelerated progress increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups (N, R, Y1) particularly where there is a higher proportion of PP children who also have SEND needs.</p> <p style="text-align: center;">£852</p>	<p>Analysis of data shows speech and language issues impacts on PP pupils' attainment and progress particularly in Reading and Writing.</p>	<p>Rigorous monitoring.</p> <p>SEND support plan reviews and meetings</p>	<p>SLT, English lead and SENCO</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>
<p>B. The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.</p> <p><i>The % of PP pupils with cognition and learning difficulties making at least expected progress in reading, writing and maths increases compared to 18/19 data.</i></p>	<p>Targeted support by TAs in identified year groups particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs).</p> <p style="text-align: center;">£2,272</p>	<p>Analysis of data will be used to identify the areas of weakness and misconception for PP pupils with cognition and learning difficulties. Targeted TA support to be used to pre-teach concepts as required and also provide support for pupils to access work at age-related expectations.</p>	<p>Rigorous monitoring.</p> <p>Pupil progress reviews through staff meeting time.</p>	<p>SLT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SLT meetings</p>

<p>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve GLD for PSED or make accelerated progress in PSED across Reception.</i></p>	<p>Targeted support by TA in Reception.</p> <p>£2,828</p>	<p>Pupil with attachment disorder needs.</p>	<p>Monitoring through support plan reviews between class teacher, SENCO and parents.</p>	<p>SENCO</p>	<p>Half termly review meetings</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.</p> <p><i>The % of PP pupils making accelerated progress in reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils achieving end of year expectations in</i></p>	<p>Targeted support by TAs in identified year groups (Y1, Y2, Y5, Y6) particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p> <p>£1,136</p>	<p>Analysis of data shows attainment and progress for SEND PP pupils is low.</p>	<p>Rigorous monitoring.</p> <p>SEND support plan reviews and meetings</p>	<p>SLT, English lead and SENCO</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>

<p><i>reading increases compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The % of higher prior attaining PP pupils making at least expected progress across KS2 in reading increases compared to 18/19 data.</i></p> <p><i>The regularity of reading and Accelerated Reader quiz scores increases across 19/20 for all PP pupils.</i></p>	<p>Deliver reading skills interventions and assist some children in ensuring they have completed reading quiz.</p> <p>£568</p>	<p>In order to enable pupils to read with adult support and to maximise the effectiveness of Accelerated Reader.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly standards and achievement meetings with PP focus.</p>	<p>SLT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>
	<p>Support for pupils who have not achieved a pass on phonics screening test and are below age-related expectations for reading. They are learning High Frequency Words (HFW) and sight vocabulary using rhyme.</p> <p>£780</p>	<p>The program of phonics delivered in KS1 has not been effective for these pupils to achieve age related expectations in reading so a HFW approach is recommended rather than synthetic phonics.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly standards and achievement meetings with PP focus.</p>	<p>HT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>

<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 18/19 data.</i></p> <p><i>The % of PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p> <p><i>The % of middle and higher prior attaining PP pupils making at least expected progress by the end of KS2 in writing increases compared to 18/19 data.</i></p>	<p>KS2 Reading Buddy program to help target pupils make better reading progress.</p> <p>In-school training for Y5/Y6 pupils in how to be an effective reading buddy.</p> <p>£50</p>	<p>Reading attainment improved last year by improved frequency of quizzing on Accelerated Reader by target pupils and support of a reading buddy allows target pupils to access more challenging texts when supported.</p>	<p>Supervision of pupils</p> <p>Monitoring of Accelerated Reader.</p>	<p>HT</p> <p>KS2 lead</p>	<p>Identification and evaluation of target pupils in Half termly standards and achievement meetings.</p>
	<p>Provide cover for class teachers to deliver small group reading skills interventions in Y5 and Y6.</p> <p>£2,272</p>	<p>Class teachers have a greater understanding of the children's learning needs to provide effective input.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly standards and achievement meetings with PP focus.</p>	<p>SLT</p>	<p>Half termly</p> <p>Monitoring Program</p> <p>SEN Meetings and reviews</p> <p>SLT meetings</p>
Total budgeted cost					£10,758

iii. Other approaches C, G, H, I, J					
Desired outcome	Action	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>C. Social-emotional difficulties have limited impact on learning.</p> <p><i>PP+ pupils achieve GLD for PSED or make accelerated progress in PSED across Reception.</i></p>	<p>Attendance at school holiday club.</p> <p>£350</p>	<p>Pupil with attachment disorder needs – finds returning to school following holiday periods difficult.</p>	<p>Monitoring through support plan reviews between class teacher, SENCO and parents.</p>	<p>SENCO</p>	<p>Half termly review meetings</p>
<p>G. The percentage of pupil premium absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2018/19.</i></p> <p><i>The average % attendance for PP pupils increases compared to 2018/19.</i></p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals.</p> <p>£780</p>	<p>Analysis of attendance data shows PP absenteeism is above school level for non-PP pupils.</p>	<p>HT to monitor – ongoing Attendance management. Toolkit utilised by HT.</p> <p>Governors to monitor attendance data every term.</p>	<p>HT</p>	<p>Half termly</p> <p>Governing body meeting.</p>
<p>H. Learning and school experience is not impeded by family organisation and /or poverty.</p> <p><i>All PP pupils are prepared for school activities enabling them to fully participate in learning.</i></p>	<p>Teaching staff to consult with SLT if they judge a PP to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning tasks.</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of many PP children.</p>	<p>Review of PP in staff meeting including teachers and teaching assistants to highlight the approach to this target on a half termly basis.</p>	<p>SLT</p>	<p>Half termly</p>

	£950				
<p>I. Increased parental contribution to positive outcomes in reading and writing.</p> <p><i>Increase in the proportion of parents engaging in their child's education and increased awareness of the school curriculum.</i></p> <p><i>The % of PP pupils completing homework increases.</i></p> <p><i>The % of PP pupils reading regularly and completing AR quizzes regularly increases.</i></p>	<p>Staff to encourage and signpost families to support events e.g Maths and English workshops.</p> <p>Office to put in follow up calls/texts for parents consultation to ensure attendance.</p> <p>Teaching staff to ensure parents are connected to Accelerated Reader via email so they can monitor quizzing.</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of many PP children.</p>	<p>Review of PP in staff meeting including teachers and teaching assistants to highlight the approach to this target on a half termly basis.</p>	SLT	Termly
<p>J. The resilience and independence of PP pupils particularly in Year 6 increases.</p> <p><i>Children are more resilient and are able to challenge themselves in their learning with increasing confidence.</i></p> <p><i>Conversations with children reveal their enthusiasm for learning and resilience to failure.</i></p> <p><i>Work scrutiny reveals pride in their work.</i></p>	<p>Staff to utilise school's Growth Mindset learning that has been completed with all classes - particularly on the vocabulary children use.</p> <p>Teacher-directed use of TA time to complete booster work in subject areas that PP pupils are struggling with.</p> <p>Teacher monitors the level of challenge of these pupils closely in lessons to ensure they are challenging</p>	<p>Consultation with teaching staff shows that this is a barrier for learning of PP children.</p>	<p>Lesson observations show staff using the vocabulary of a growth mindset.</p> <p>Work scrutiny shows that children are being challenged and are able to correct their work.</p> <p>Conversations with pupils by class teacher, HT shows their enthusiasm for work and ability to learn from failure.</p>	SLT Year 6 teacher	Termly

	themselves and are supported in correcting errors in work.				
Total budgeted cost					£2,080

Budget Summary		
Desired Outcome		Cost
A	The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.	£3,128
B	The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.	£2,272
C	Social-emotional difficulties have limited impact on learning.	£3,178
D	PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.	£6,974
E	The proportion of PP pupils making at least expected progress across KS2 in writing increases.	£3,959
F	Increases opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.	£7,117
G	The percentage of pupil premium absentees reduces further and is in line with those nationally.	£780
H	Learning and school experience is not impeded by family organisation and/or poverty.	£950

I	Increased parental contribution to positive outcomes in reading and writing.	£0
J	The resilience and independence of PP pupils particularly in Year 6 increases.	£0
Total Budget Spent		£28,358

Review Date	July 2020
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5. Review of expenditure				
Previous Academic Year		2018-19		
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. The proportion of pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of pupils making at least expected progress across KS2 increases across all cohorts.</i></p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 2018 data.</i></p>	Targeted intervention by teachers in identified year groups including for PP children.	<p>100% of Year 6 pupils made at least expected progress in writing compared to 87.9% in 2018.</p> <p>96.6% of Year 5 Pupils made at least expected progress in writing compared to 54.5% in 2018.</p> <p>88.2% of Year 4 Pupils made at least expected progress in writing compared to 78.1% in 2018.</p>	Improvement in awareness of teachers focus on progress made by PP pupils. Further involvement needed for teachers to be more involved with the PP strategy and feeding into impact.	£0
	Continued purchase of Accelerated Reader Programme.	<p>94.4% of Year 3 Pupils made at least expected progress in writing compared to 78.1% in 2018.</p>	Programme is effective in monitoring reading of pupils and particularly PP pupils – continue.	£1412.50
	On-going CPD for teaching and support staff – effective first quality teaching strategies for effective writing, particularly planning writing, grammar and punctuation and editing and redrafting.	<p>The proportion of pupils making at least expected progress in writing across KS2 has increased in the Y5 and 6 cohorts compared to 2018.</p> <p>The proportion of pupil premium pupils making at least expected progress in writing across KS2 has increased to 40% compared to 23.5% in 2018.</p>	Progress made in writing across KS2 2018/19 improved – further opportunities for CPD to be investigated.	£450
B. The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.	Targeted intervention by teachers in KS1 including for more able PP children.		Improvement in awareness of teachers focus on progress made by PP pupils. Further involvement needed for teachers to be more involved with the PP	£0

<p><i>The % of PP pupils working at ARE and exceeding in maths increases in all cohorts and in line with national.</i></p> <p><i>The % of PP pupils achieving the expected standard in maths at the end of KS1 increases compared to 2018 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS1 increases and the difference between that and the national average reduces with that of 2018.</i></p>	<p>On-going CPD for teaching and support staff – effective first quality teaching strategies for key mathematical concepts, particularly for Reception staff and the application of concepts through reasoning for whole staff.</p>	<p>The proportion of pupil premium pupils at KS1 reaching the expected standard in maths was above those nationally 67% compared to 63%. The difference between pupil premium pupils achieving or exceeding the expected standard and the national average reduced – was in fact positive.</p> <p>The proportion of pupil premium pupils at the end of KS1 achieving the expected standard in maths increased to 67% compared to 50% in 2018.</p> <p>Educational visits were subsidised for pupil premium pupils including residential visits. Visitors into schools also ensured that pupil premium pupils had valuable experiences to write about.</p>	<p>strategy and feeding into impact.</p> <p>Progress made in maths across EYFS and KS1 2018/19 improved – further opportunities for CPD to be investigated.</p>	<p>£375</p>
<p>D. Increased opportunities for first hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>All PP pupils access first hand experiences which further support outcomes in writing and maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to write e.g. storytellers, Zoolab, historical experiences etc. Subsidised residential visits and musical instrument tuition.</p>	<p>Positive feedback from pupils that experiences aid them in their writing.</p> <p>Feedback from staff demonstrating positive effect of residential visits on PP pupils' self-esteem.</p>	<p>£4,222.50</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A. The proportion of pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of pupils making at least expected progress across KS2 increases across all</i></p>	<p>Targeted support by TAs in identified year groups (Y4, Y5 and 6), particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p>	<p>100% of Year 6 pupils made at least expected progress in writing compared to 87.9% in 2018.</p>	<p>Positive impact on progress in writing – targeted support to continue to be implemented for these cohorts.</p>	<p>£10,968.75</p>

<p>cohorts.</p> <p>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 2018 data.</p>	<p>Provide cover for class teachers to deliver small group writing interventions in Y5 and Y6.</p>	<p>96.6% of Year 5 Pupils made at least expected progress in writing compared to 54.5% in 2018.</p> <p>88.2% of Year 4 Pupils made at least expected progress in writing compared to 78.1% in 2018.</p>	<p>Positive impact on progress being made particularly in these cohorts – continue.</p>	<p>£1,755</p>
<p>B. The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.</p> <p>The % of PP pupils working at ARE and exceeding in maths increases in all cohorts and in line with national.</p> <p>The % of PP pupils achieving the expected standard in maths at the end of KS1 increases compared to 2018 data.</p> <p>The % of PP pupils achieving or exceeding the expected standard at the end of KS1 increases and the difference between that and the national average reduces with that of 2018.</p>	<p>Targeted support by TAs in KS1.</p>	<p>94.4% of Year 3 Pupils made at least expected progress in writing compared to 78.1% in 2018.</p> <p>The proportion of pupils making at least expected progress in writing across KS2 has increased in the Y5 and 6 cohorts compared to 2018.</p>	<p>In class support found to be more effective allowing teacher to provide specific input to groups.</p>	<p>£3,656.25</p>
	<p>Provide follow up sessions consolidating teaching and learning from class lessons for individual / groups of PP children.</p>	<p>The proportion of pupil premium pupils making at least expected progress in writing across KS2 has increased to 40% compared to 23.5% in 2018.</p>	<p>Particularly useful to SEN pupils with speech and language difficulties – pre-teaching found to be more effective.</p>	<p>£2,925</p>
	<p>Provide cover for class teachers to deliver small group maths interventions in Y2.</p>	<p>The proportion of pupil premium pupils at KS1 reaching the expected standard in maths was above those nationally 67% compared to 63%. The difference between pupil premium pupils achieving or exceeding the expected standard and the national average reduced – was in fact positive.</p> <p>The proportion of pupil premium pupils at the end of KS1 increased to 67% compared to 50% in 2018.</p>	<p>Positive impact seen on proportion of pupils achieving greater depth in maths at the end of KS1.</p>	<p>£1,755</p>

<p>C. The percentage of pupil premium persistent absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2017/18.</i></p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals</p>	<p>Absence 2016/17 - % absence 7.95 2017/18 - % absence 5.62 2018/19 - % absence 6.65</p> <p>Persistent Absence 2016/17 - % PA 25% 2017/18 - %PA 12.5% (5 pupils) 2018/19 - %PA 18.2% (4 pupils)</p> <p>Lateness 2016/17 - % Lateness 1.19 2017/18 - % Lateness 2.11 2018/19 - % Lateness 1.11</p>	<p>Number of PP pupils with PA has reduced in 2018/19.</p> <p>High absence due to 2 pupils in particular – 1 with mental health issues and 1 who was referred to AIT twice throughout the year to follow up.</p> <p>Continue work on attendance of PP pupils – develop on-going regular reward system.</p>	<p>£0</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>C. The percentage of pupil premium persistent absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2017/18.</i></p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals</p>	<p>Absence 2016/17 - % absence 7.95 2017/18 - % absence 5.62 2018/19 - % absence 6.65</p> <p>Persistent Absence 2016/17 - % PA 25% 2017/18 - %PA 12.5% (5 pupils) 2018/19 - %PA 18.2% (4 pupils)</p> <p>Lateness 2016/17 - % Lateness 1.19 2017/18 - % Lateness 2.11 2018/19 - % Lateness 1.11</p>	<p>Number of PP pupils with PA has reduced in 2018/19.</p> <p>High absence due to 2 pupils in particular – 1 with mental health issues and 1 who was referred to AIT twice throughout the year to follow up.</p> <p>Continue work on attendance of PP pupils – develop on-going regular reward system.</p>	<p>£0</p>