

## Review of expenditure 2017-18

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)
<p>Good/Outstanding Teaching provision</p>	<p><u>Specialist Maths and phonics training and support</u></p> <p>Further development of Mastery in Maths</p> <p>In house coaching, particularly in maths, phonics and writing</p> <p>Specific professional development for individuals</p> <p>Development of Talk for writing throughout the school</p>	<p>Maths: Significant and continued development of maths curriculum – mastery approach is now well embedded and GLOW maths and NCETM materials used. Groupings are becoming more flexible to meet the children’s needs and this fluidity means there is no ceiling on the children’s progress in lessons over time (particularly evident in Y1&amp; Y2 approach to ‘Mastery in Maths’). The quality of teaching has significantly improved both as a result of action research and as a result of close and continued collaboration with Steve Lomax (GLOW Maths Hub Lead), who has worked with school for 3 days during 2017/18, carrying out monitoring and development days, leading to further specific staff training, including support for new Maths subject lead who is now an expert and is able to support development of other staff in Mastery in Maths.</p> <p>Phonics: RWI development days working with a RWI trainer show that RWI is now fully embedded across the school. The development days helped refine practise for both teachers and teaching assistants, targeting specific development and coaching individuals as part of the process. The Reading Leader (English Subject Lead) is now an expert and is able to coach other staff through support and modelling phonics lessons. Ofsted inspection (Jan 2018) identified strong practice in maths and phonics.</p> <p>Talk for writing inset day held at the start of January 2018 with support bought in from T4W trainer to develop the writing curriculum and practice. This is still at early stages of development and as yet we have not seen impact on standards.</p>	<p>Overall standards at end KS1 have increased by 8% in maths and 4% in reading (2018) with phonics continuing its upward trend since 2015. This is a direct result of high quality CPD and coaching.</p> <p>Maths development and training across the school has had significant impact on quality provision this year. This had a positive impact on the percentage of children achieving age related expectation in maths at the end of KS1 (2017 – 45% disadvantaged, 58.8% all pupils – 13% gap) but we were disappointed that although we have raised standards, the gap between pp and all pupils has increased (2018 – 44% disadvantaged, 67% all pupils – 23% gap). We will continue to focus on this in 2018 and will review maths targeted support and intervention programmes.</p> <p>The profile for this will remain and we will continue to develop phonics teaching and learning next year. Although the gap between Pupil Premium pupils and others closed in 2017, the gap for the current Y1 pupils widened in 2018 in phonics.</p> <p>This needs to continue to be monitored next year.</p> <p>The percentage of children achieving age related expectation in writing dropped by -2 percentage points. Further development of this is required in order to see impact in time.</p> <p>High quality CPD, coaching and support will continue to be a focus in 2018-19 due to 3 new teachers joining KS1.</p>

<p>To close/narrow the performance gap between disadvantaged children and their peers</p>	<p>Continued development of mastery approach in mathematics using external specialist</p> <p>Continued speedy acquisition of early phonics skills through the use of the ReadWriteInc programme.</p> <p>Purchase of ReadWriteInc development days to provide training for all staff</p> <p>Talk for writing whole school training and development days to increase opportunities and expertise in teaching for writing</p>	<p>In mathematics, the mastery approach and concrete resources are now widely and successfully used to develop children’s understanding of basics – monitoring has shown the impact of this and most significantly the children’s improved attitudes to maths.</p> <p>The gap between pupil premium and others increased in 2018 in phonics in Year 1</p> <p>The reading leader monitored the RWI programme and monitored tracking and assessment of phonics to ensure no child got ‘stuck’ and RWI 1:1 interventions were put into place to address gaps in phonic knowledge, however gaps did not close, partly as a result of new arrivals to school.</p> <p>This was at early stages of development and had minimal impact for the current cohorts</p>	<p>All of these approaches need to continue with a renewed focus on closing the gaps for pupil premium children.</p> <p>Greater rigour to pupil progress meetings with increase the spotlight on disadvantaged pupils progress from their start points. Although standards have increased the gap between Pupil Premium children and others has not narrowed (see above). Now we have embedded the mastery approach we will look specifically at how this can be used to ensure PP children become rapid graspers. The focus for this needs to start in reception classes and with using gaps data to refine maths interventions.</p> <p>Development days should continue and a continued focus should remain on phonics as no two cohorts are ever the same.</p> <p>Expectations need to raise for pupil premium children across the school.</p>
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<p>Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills</p>	<p>Additional opportunities for children to develop speaking, listening and communication skills.</p> <p>Support to widen vocabulary and speak in complete sentences with improved clarity and grammar.</p> <p>Weekly Drama sessions and Speech and language intervention programmes</p>	<p>Use of Talk Boost, BigFoot Drama sessions and 1:1 small group language work as advised by SALT had an impact on children's language and vocabulary development as well as their listening and attention skills from very low start points.</p> <p>BigFoot impact evaluations and teachers records show evidence of impact particularly with vocabulary development and composition and structure of narrative writing.</p> <p>Talk Boost and 1:1 records identify progress and impact.</p>	<p>This is becoming a greater area for focus for our school and although drama had an impact, we feel that children need the constant oral rehearsal and vocabulary development that Talk for writing will bring.</p> <p>We will become part of an oracy project in the next year and as such all staff will receive Primary Talk training, with EYFS receiving Talk Boost training and nursery receiving Total Communication training.</p>
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<p>To improve attendance of disadvantaged children</p>	<p>Family Support Worker to continue to support families to improve attendance and welfare alongside the School Attendance Officer</p> <p>Develop actions following monitoring of attendance in relation to working with children, working with families and working with other agencies.</p> <p>Provision of Family Learning/Family Make and Create sessions/ Fun Early Morning Reading sessions</p>	<p>Analysis shows that for 2017-18, attendance improved for 51% of Pupil Premium children.</p> <p>24% of our PP children have attendance over 97% and 40% have attendance over 95%. Although this is a decrease from 2017, we have worked extensively with 25% of these families.</p> <p>Although absence increased slightly from 6.7% to 7%, persistent absenteeism decreased by almost 2 percentage points.</p> <p>There was a gap (3.8%) between disadvantaged (90.5%) and others (94.3%) in 2017-18. One pupil premium pupil whose attendance was 27.9% had a significant impact on this difference.</p> <p>Regular monitoring of attendance by the Attendance Team identified a range of need. Much poor attendance involved some of our most vulnerable families. A range of actions, including Attendance Improvement Plans, Meetings with parents, pastoral support for families was put in place to support improvements in attendance.</p> <p>Just over half of the school children on Attendance Improvement Plans were disadvantaged children</p> <p>Family Learning sessions have helped build relationships and encouraged families to come into school.</p>	<p>We have been disappointed with the dip in attendance after recent improvements. We have some significant persistent absentees who are pupil premium children with very low attendance. For these families we have been unable to impact on attendance improvements despite our best efforts. This will continue to be a priority.</p>
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<p>Pastoral support to ensure:</p> <p>children's essential skills and resilience are developed</p> <p>families in crisis or needing timely advice are supported</p>	<p>Pastoral support from the team in school to provide:</p> <p>The safeguarding of all children in school</p> <p>As needed, behaviour contracts, motivational charts, and Pastoral Support Plans alongside mentoring from Learning mentor and support from external agencies when appropriate.</p> <p>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</p> <p>1:1 support – Sand Tray Play and Lego therapy</p> <p>Daily support to meet any unmet needs and provide positive parenting courses and support for behaviour management, benefits, and bereavement as well as links to housing, domestic violence and substance misuse support.</p>	<p>66% of disadvantaged pupils and/or families received support from the Family Support Worker.</p> <p>49% of those attending Family Learning Workshops were pupil premium children and families.</p> <p>The pastoral team has worked closely with families and children to support management of behaviour and self-esteem.</p> <p>79% of Pupil Premium children and families have received support from the Pastoral team, some very high levels of support.</p> <p>Nurture group was put in place and the benefits were mainly anecdotal and linked to children's self-esteem and social skills.</p> <p>Sand Tray Play training was undertaken and is now used as an intervention for identified pupils. Lego Play training has been undertaken and this will be implemented next year.</p> <p>Incidental as well as planned and ongoing support has been provided for many families.</p>	<p>All of this support has been vital for children and families with complex needs.</p> <p>A Nurture Group schedule will be introduced along with more rigorous assessment of impact for Nurture Group in 2018-19 using Boxall profile and ELSA assessments.</p> <p>Sand Tray Play will continue and Lego Play will be introduced.</p>
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