

## Review of Pupil Premium Expenditure 2018-19

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																																												
<p>Good/Outstanding Teaching provision</p>	<p><u>Specialist Writing, 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>EYFS teacher attended Master in Maths for EYFS during the year, using action research to trial and refine practise, disseminating to other EYFS staff.</p> <p>Y1 and Y2 teacher also attended Mastery in Maths action research.</p> <p>In house coaching and specialist support from Steve Lomax (GLOW Maths Hub) has supported the whole school to continually seek improvements to practise, refine understanding and provide pupils with challenge in their learning.</p> <p>High quality staff training and development days, with ongoing coaching/modelling by specialists RWI trainer for phonics and Talk for Writing trainer 3 times a year, have also had an impact on the consistency of practice and raised expectations for pupil outcomes.</p> <p>Impact of provision on standards:</p> <p>EYFS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>66.7%</td> <td>+24.7%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>53.3%</td> <td>+14.3%</td> </tr> <tr> <td>Maths</td> <td>53%</td> <td>68.9%</td> <td>+15.9%</td> </tr> </tbody> </table> <p>Phonics</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>72%</td> <td>72%</td> <td>+0%</td> </tr> <tr> <td>Y2 total</td> <td>89%</td> <td>92%</td> <td>+3%</td> </tr> </tbody> </table> <p>End of KS1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Gain</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65%</td> <td>75%</td> <td>+10%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>73%</td> <td>+22%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>85%</td> <td>+18%</td> </tr> </tbody> </table> <p>The impact of staff development has resulted in improved teaching and learning observed in class and on outcomes for children in reading, writing, maths and phonics.</p>		2018	2019	Gain	Reading	42%	66.7%	+24.7%	Writing	39%	53.3%	+14.3%	Maths	53%	68.9%	+15.9%		2018	2019	Gain	Y1	72%	72%	+0%	Y2 total	89%	92%	+3%		2018	2019	Gain	Reading	65%	75%	+10%	Writing	51%	73%	+22%	Maths	67%	85%	+18%	<p>Mastery in maths has been fully embedded and this has not only had an impact on 'expected' outcomes but also on the percentage of children achieving exceeding at EYFS (0% in 2018, increased to 11% in 2019) and greater depth at KS1 (18% in 2018, increased to 31% in 2019).</p> <p>It is clear that it has needed time to see the increasing impact of this work.</p> <p>Talk for writing has also had an impact on outcomes for pupils but this will need to continue.</p>
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To close/narrow the performance gap between disadvantaged children and their peers in writing and maths

Continued development of mastery approach in mathematics using external specialist

Talk for Writing whole school training and development days to increase opportunities and expertise in teaching for writing.

Continued speedy acquisition of early phonics skills through the use of the ReadWriteInc programme.

Purchase of ReadWriteInc development days to provide additional coaching and modelling of how to move identified target children/groups on in their phonics learning.

EYFS

	2018 gap	2019 gap	Difference
Reading	-2%	-32%	-30%
Writing	-5%	-32%	-27%
Maths	+14%	-21%	+7%

Although the gap widened at the end of 2019 for disadvantaged pupils in reading, writing and maths, the least difference was maths.

In 2019 there were only 9 pupil premium children, 20% with SEND

EYFS without SEND

	2019 all	2019 PP without SEND	Difference
Reading	66.7%	63%	-3.7%
Writing	53.3%	39%	-14.3%
Maths	68.9%	63%	-5.9%

Rigorous intervention was required to support the Pupil Premium children with the overwhelming majority making very good or better than expected progress.

RWI phonics development days from a specialist trainer, supported the identification of pupils to receive RWI 1:1 interventions, along with staff development to deliver these effectively. This had a positive impact with 80% disadvantaged pupils reaching the phonic screening check standard, 25% more than in 2018.

Y1 Phonics

	2018	2019	Gain
Y1 - all	72%	72%	+0%
Y1 Pupil premium	55%	80%	+25%
Difference	-17%	+12%	

School gap between disadvantaged and other narrowed between 2018 and 2019 at end of KS1.

	2018 gap	2019 gap	Difference
Reading	-30%	-19%	+11%
Writing	-28%	-22%	+6%
Maths	-33%	-5%	+28%

Although impact of Maths and phonics is evident and a reduction in gaps for KS1, with the greatest difference in maths, development still needs to continue with writing.

HLTA interventions were often bespoke and plugged gaps in learning, moving children from working towards in reading, writing and maths to expected. Targeted support also

	<p>Pupil Premium HLTA leading and delivering interventions.</p> <p>Purchase of Achievement for All programme to support closing gaps for Pupil Premium pupils.</p>	<p>Rigorous Pupil Progress meetings identified those children who the HLTA would support / challenge, and measurable impact detailed at further meetings.</p> <p>Achievement for All training delivered for Middle Leadership and Structured conversations. Structured conversations at early stages. Of the children tracked in Y1 and Y2 61% achieved expected or better in reading and writing and 81% achieved expected or better in maths.</p> <p>However of the 31 focus children tracked in Y1 and Y2, 23 pupils' attendance improved (74%), 5 children with previous good attendance continued to have good attendance giving a total of 90% maintaining or improving attendance.</p>	<p>moved the most able pupil premium children from expected to greater depth in their learning.</p> <p>Further embedding of structured conversations should support a continuation of this trend.</p>																				
<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. Support to widen vocabulary and speak in complete sentences with improved clarity and grammar through Talk for Writing</p> <p>Speech and language intervention programmes</p>	<p>Family Make and Create sessions are popular and well attended. These always start with a story, with the Family Support Worker ensure vocabulary and language linked to the 'make and create' is modelled for children and parents working together.</p> <p>Talk for writing provided good language models and story choices allowed for oral rehearsal of text with actions, helping to embed story language and develop vocabulary.</p> <p>Primary Talk training delivered to all staff through external provider both off site and through twilight training. HLTA delivered interventions to develop and extend language choices for writing.</p> <p>Talk Boost intervention for small groups then reinforced with whole class for all EYFS children. Talk Boost data shows average points gains as follows:</p> <ul style="list-style-type: none"> <li>• Understanding of spoken language + 6.75</li> <li>• Social interaction +6.5</li> </ul> <p>Analysis of EYFS Communication and Language shows a gain from 2018 across all 3 areas.</p> <table border="1" data-bbox="770 1217 1588 1437"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Listening and attention</td> <td>57.6%</td> <td>75.6%</td> <td>+18%</td> </tr> <tr> <td>Understanding</td> <td>62.7%</td> <td>77.8%</td> <td>+15.1%</td> </tr> <tr> <td>Speaking</td> <td>64.4%</td> <td>71.1%</td> <td>+6.7%</td> </tr> <tr> <td>Communication and Languages</td> <td>57.6%</td> <td>64.4%</td> <td>+6.8%</td> </tr> </tbody> </table>		2018	2019	Difference	Listening and attention	57.6%	75.6%	+18%	Understanding	62.7%	77.8%	+15.1%	Speaking	64.4%	71.1%	+6.7%	Communication and Languages	57.6%	64.4%	+6.8%	<p>Although the impact of this is evident across the school, with an increase into the overall percentage for EYFS, a deep dive into EYFS Language and Communication data shows that although the majority of PP children made good progress from their starting point (L&amp;A – 60%, Understanding – 80%, Speaking 80%). There is still a significant gap between PP children and their peers for Communication and Language (-31%) Talk Boost will therefore continue.</p>
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<p>To improve attendance of disadvantaged children</p>	<p>Child and Family Support Worker to continue to support families to improve attendance and welfare to work 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 Workshops/ Family Make and Create sessions/ Fun early morning Reading sessions</p> <p>Introduction of a Breakfast Club</p> <p>Introduce Structured conversations as a strategy to raise awareness and seek improvement in attendance</p>	<p>Attendance improvement plans put in place with 10 pupil premium children and 7 others. Impact of this is improvement in attendance for 74% of all on AIP's and 50% PP children on AIP's.</p> <p>FSW supported 12 other families with attendance. Attendance improved for over half of these families (67%)</p> <p>Pete the cat introduced and where a class gained 100% attendance during a week, he visited the class and awarded an extra reward.</p> <p>Friendship café rewards showed a term by term increase in the number of pupils eligible (35 children (term 2) up to 57 children (term 6). This motivated children, as they were enthusiastic about the Friendship Café reward and didn't want to miss this. Parents were also positive about this. 58% of pupil premium children joined this celebration of good attendance compared to 45% others.</p> <p>Family Make and create sessions where parents come in to work with their children continue to be ever increasingly popular. The sessions start with a story and input, modelling language and engagement with children.</p> <p>6 sessions ran throughout the year (1 per term), including a Make and Animate with a focus on e-safety. Numbers were restricted for some sessions but priority always given to PP children. PP attendance averaged around 50%, with the exception of the Healthy Lunchbox Make and Create where PP families' attendance was 29%.</p> <p>Breakfast club regularly has 30 children attending. For those pupils who attended last year and still attending at the end of the year (20 pupils), 70% had an improvement in their attendance. The highest gains were 11.1%, 10.9%, 6.8% and 6.6% with others mainly between 1% and 3.2%. Of the pupil premium children who attended, 83% pupils' attendance either improved on 2018 or improved during the year, with the remaining 17% sustaining their already good attendance.</p> <p>Attendance for the 31 focus pupil premium children tracked in Y1 and Y2 (ie those who were already PP at the start of this project), improved for 23 pupils (74%), 5 children with previous good attendance continued to have good attendance giving a total of 90% maintaining or improving attendance.</p>	<p>Continue to run Make and Create but seek ways to further engage PP families with this.</p>
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<p>Pastoral Support to ensure:</p> <ul style="list-style-type: none"> <li>• children’s essential skills and resilience are developed</li> <li>• families in crisis or needing timely advice are supported</li> </ul>	<p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> <li>• The safeguarding of all children in school</li> <li>• As needed, behaviour contracts, motivational charts and Pastoral Support Plans alongside mentoring from Learning mentor and support from external agencies when appropriate</li> <li>• Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</li> <li>• 1:1 support – Sand Tray Play and Lego Therapy</li> <li>• 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. Support for Families in crisis</li> <li>• Family Make and Create sessions</li> </ul>	<p>Bespoke support and attendance at TAF, TAC and CIN meetings, including referrals to Early Help.</p> <p>Nurture sessions established and monitored alongside schedule. ELSA and Boxall Profile used to assess start point, then reassessed against same criteria showing an average points gain of 61.25 per child.</p> <p>Sand Tray Play and Lego therapy took place with Inclusion Lead and FSW facilitating. Impact evident through Pupil Progress Meetings such as building trust, confidence and communication skills. Also introduced horse riding for identified PP children.</p> <p>Bespoke support provided for 29 pupil premium families (64%) and 46 other families across school (27%). This ongoing support is vital in ensuring our most vulnerable children and families are supported and needs are met.</p> <p>Well supported with almost 50% of those attending PP families. These sessions support development of children’s essential skills and resilience – e.g e-safety, healthy eating, enquiry and problem solving, communication and language (including technical language), listening and attention. They also encourage parental engagement and develop skills in supporting children’s learning.</p>	<p>These sessions did have an impact, but upon evaluation and review, this was not a provision which there was a need for at the present time. This will not continue.</p> <p>Consider possibility of setting up a homework club.</p>
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