

1. Review of Pupil Premium expenditure – 2018/19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Medium	Review of impact-Lessons learned	Will this strategy continue?
A. Improved social and mental well-being of pupils.	Staff training on Yoga, mental health. Two members of staff as staff leads across the school. School working as accelerator school with CAMHS to develop mental health, knowledge, skills and support for children.	At the beginning of the year, there were a large proportion of pupils working with a learning mentor. This percentage has reduced significantly and the exit questionnaires show an improvement in the mental health of the children involved in the additional support. The learning mentor plays a vital role in working with pupils with semh concerns and their improved self-esteem has been transferred into the classroom.	Reviewed pupil premium provision maps show that pupils are becoming more confident and their self-esteem is improving. Pupils are happy working with the teaching assistant and their readiness for learning in the classroom has improved. This has been commented on by teaching staff. All staff have implemented mindfulness activities which are now embedded throughout the school. Mental health and well being has been a priority across the school this year and the impact of the extra support has benefited everyone. Therefore, this additional support will continue next year. Whole school survey July 2019 showed the following impact: Do you enjoy school? 97.1% said most or all of the time Do you feel happy when learning? 95.3% said yes Do adults listen to you? 97.9% said yes	Yes

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)	Will this strategy continue?

<p>B. Improved outcomes for pupil premium pupils.</p>	<p>Review interventions and allow SEN and pp low attaining pupils the opportunity to access the full curriculum, working with peers as mentors.</p> <p>Staff training on developing questioning in order to ensure rapid progress of learners.</p> <p>Staff training on RWI to improve attainment in phonics and reading.</p> <p>Homework club- Two weekly after school clubs to support Pupils Premium pupils in completing their homework.</p> <p>Inclusion in school trips- Enhanced learning opportunities across the curriculum.</p> <p>Develop new skills across the curriculum</p> <p>Funding for school trips and residential visits: Raised individual children's self-esteem and enhancing emotional/social development and interaction. Inclusion in the residential giving new life experiences.</p> <p>Year 6 booster sessions: Small Group booster for 'Expected Standard' mathematics and Grammar.</p>	<p>Low ability pupils eligible for PP are making less progress than other low attaining pupils across the school in reading, writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all staff in practices to provide stretch and encouragement for these pupils.</p> <p>Giving all pupils opportunities to enhance their learning on school trips will develop social interaction and raise self-esteem, therefore improving pupil outcomes.</p>	<p>Reciprocal reading has benefitted many of the children (teacher voice)</p> <p>New Babcock spelling scheme and RWI is improving spelling in children's writing as evidenced in their books and this is evidenced in the phonics screening check at KS1.</p> <p>SWST scores have improved since last term (see Target tracker results)</p> <p>Arithmetic resources and the use of Maths Memory joggers have been embedded across the school and the impact of these is shown in the KS1 and KS2 SAT results.</p> <p>Extra 1:1 Tuition had a good impact on Year 6 pupil outcomes this year.</p> <p>There were 7 pupils eligible for Pupil premium and out of the 7 pupils:</p> <p>4 out of 7 pupils attained the expected standard in Maths.</p> <p>6 out of 7 pupils attained the expected standard in Reading.</p> <p>5 out of 7 pupils attained the expected standard for writing.</p> <p>The pupils who did not attain the expected standard had additional funding for SEND and extra support interventions.</p>	<p>The attainment of pp pupils still needs to improve for next year, from internal data analysis.</p>
Desired outcome	Chosen action/approach	Estimated impact: Medium	Lessons learned (and whether you will continue with this approach)	Will this strategy continue?
<p>C. Behaviour of KS1 pupils improved</p>	<p>Introduce a Good to be green behaviour system leading to Golden time.</p>	<p>Behaviour across KS1 has improved from the introduction of good to be green and golden time. Throughout the year, targeted support has been given to pupils with challenging behaviour and some staff have had 'Team Teach' training.</p>	<p>From discussions with staff and whole school monitoring, the behaviour of pupils has improved across the school and the pupils understand the new behaviour log. They are responding positively to certificates and stickers and this has resulted in Golden time. This will continue as well as further training support for staff round challenging behaviours of pupils.</p>	<p>Yes. All staff will be Team Teach trained in October 2019 to develop our behaviour management across the school for all pupils.</p>

<p>D. Improve social and mental well-being of a group of pupils.</p>	<p>1:1 and small group work focusing on mental health and self-esteem work with a TA.</p>	<p>Some of the students have received targeted support to improve their confidence and change their mindset. Working in collaboration with a mentor from a local secondary school and seeing the impact that they have had with pupils has instigated the training of some staff to work with our vulnerable pupils. This has had a significant impact on pupils' well-being.</p>	<p>1:1 TA reports an improved confidence with the pupils she works with and teachers have reported a noticeable improved attitude towards learning in the classroom.</p> <table border="1" data-bbox="1106 244 1839 799"> <thead> <tr> <th rowspan="2">CONCERNS</th> <th colspan="5">September monitoring 2018</th> <th rowspan="2"></th> <th colspan="5">July monitoring 2019</th> </tr> <tr> <th colspan="5">Strongly disagree-strongly agree</th> <th colspan="5">Strongly disagree-strongly agree</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>The child seems to have a lot of worries.</td> <td>0</td> <td>11%</td> <td>11%</td> <td>67%</td> <td>11%</td> <td></td> <td>11%</td> <td>22%</td> <td>23%</td> <td>44%</td> <td>0</td> </tr> <tr> <td>The child struggles to maintain friendships.</td> <td>0</td> <td>11%</td> <td>56%</td> <td>22%</td> <td>11%</td> <td></td> <td>0</td> <td>67%</td> <td>33%</td> <td>0</td> <td>0</td> </tr> <tr> <td>The child is often sad/miserable/upset.</td> <td>0</td> <td>33%</td> <td>56%</td> <td>11%</td> <td>0</td> <td></td> <td>11%</td> <td>44%</td> <td>23%</td> <td>22%</td> <td>0</td> </tr> <tr> <td>The child is often lethargic/has tummy ache.</td> <td>56%</td> <td>44%</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td>78%</td> <td>22%</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>The child tends to be negative about themselves.</td> <td>0</td> <td>11%</td> <td>43%</td> <td>22%</td> <td>22%</td> <td></td> <td>0</td> <td>33%</td> <td>34%</td> <td>22%</td> <td>11%</td> </tr> <tr> <td>The child thinks others are always talking about them.</td> <td>0</td> <td>34%</td> <td>44%</td> <td>22%</td> <td>0</td> <td></td> <td>11%</td> <td>44%</td> <td>45%</td> <td>0</td> <td>0</td> </tr> <tr> <td>The child finds it hard to concentrate/is easily distracted.</td> <td>0</td> <td>22%</td> <td>0</td> <td>56%</td> <td>22%</td> <td></td> <td>11%</td> <td>34%</td> <td>44%</td> <td>11%</td> <td>0</td> </tr> </tbody> </table>	CONCERNS	September monitoring 2018						July monitoring 2019					Strongly disagree-strongly agree					Strongly disagree-strongly agree						1	2	3	4	5		1	2	3	4	5	The child seems to have a lot of worries.	0	11%	11%	67%	11%		11%	22%	23%	44%	0	The child struggles to maintain friendships.	0	11%	56%	22%	11%		0	67%	33%	0	0	The child is often sad/miserable/upset.	0	33%	56%	11%	0		11%	44%	23%	22%	0	The child is often lethargic/has tummy ache.	56%	44%	0	0	0		78%	22%	0	0	0	The child tends to be negative about themselves.	0	11%	43%	22%	22%		0	33%	34%	22%	11%	The child thinks others are always talking about them.	0	34%	44%	22%	0		11%	44%	45%	0	0	The child finds it hard to concentrate/is easily distracted.	0	22%	0	56%	22%		11%	34%	44%	11%	0	<p>This will continue as we believe it will improve the attainment and progress of pupil premium pupils across the school.</p>
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<p>E Attendance above 90% for all PP pupils and attendance for all PP pupils to be at least in line with the national average (95.4% - 2018/19</p>	<p>Attendance Meeting with parent/carer as soon as attendance is below 93%. ESW in attendance at meetings if below 90%.</p>	<p>Close monitoring of attendance has resulted in improved results of pupil premium pupils last year.</p>	<p>Attendance results show that the attendance for pupil premium pupils last year was 96%</p>	<p>Continue to monitor and engage with parents.</p>																																																																																																																						