

Review of expenditure																																														
Previous Academic Year		2017/18																																												
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)	Total Budget Cost																																										
<p>Independent work time increases over the year – children more able to find support from resources or peers.</p> <p>Children feel challenged and independently motivate themselves (with direction/challenge from the teacher) to achieve more.</p> <p>Monitoring through learning walks and book scrutiny show an increase in extended tasks.</p>	<p>Time built into lessons (5 minutes) for each PP child to get 1:1 feedback and support from teacher, with less TA dependent time.</p> <p>Time built into lessons to challenge and extend the more able PP children to reach greater depth outcomes.</p> <p>Use of horse shoe table and teacher working with groups, individuals to use 5Bs and traffic light cups to work independently in this time.</p>	<p>Monitoring of books shows progress is made by PP children and teacher feedback is constructive and targeted.</p> <p>Learning Walks evidenced teacher time spent with PP children in lessons and independent learning taking place.</p> <p>Books show challenge/extension tasks and use of the schools Chilli Challenge approach.</p>	<p>Providing dedicated feedback time for PP children, and non PP children, has definitely benefited the progress of all pupils.</p> <p>For 2018/19 we will be building in even more focussed 1:1 time in addition to teacher time within the class.</p>																																											
<p>Progress data in tracking spreadsheet and FLiC shows narrowing of the gap between disadvantaged and others.</p> <p>Progress scores for PP pupils are greater than non-PP pupils.</p>	<p>Lowering the achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (<i>IDSr and FLiC attainment and progress figures</i>).</p> <p>All underachieving pupils (especially disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. (<i>Pupils identified scores</i>) and appropriate provision set up using provision map)</p>	<p>Pupil Premium Reading</p> <table border="0"> <tr><td>Expected or more</td><td>S+/GD</td></tr> <tr><td>Y1(1)</td><td>100% 100%</td></tr> <tr><td>Y2(3)</td><td>67% 0%</td></tr> <tr><td>Y3(5)</td><td>60% 40%</td></tr> <tr><td>Y4(1)</td><td>100% 0%</td></tr> <tr><td>Y5(3)</td><td>67% 67%</td></tr> <tr><td>Y6(2)</td><td>100% 0%</td></tr> </table> <p>Pupil Premium Writing</p> <table border="0"> <tr><td>Expected or more</td><td>S+/GD</td></tr> <tr><td>Y1(1)</td><td>100% 0%</td></tr> <tr><td>Y2(3)</td><td>33% 0%</td></tr> <tr><td>Y3(5)</td><td>40% 20%</td></tr> <tr><td>Y4(1)</td><td>100% 0%</td></tr> <tr><td>Y5(3)</td><td>67% 33%</td></tr> <tr><td>Y6 (2)</td><td>50% 0%</td></tr> </table> <p>Pupil Premium Maths</p> <table border="0"> <tr><td>Expected or more</td><td>S+/GD</td></tr> <tr><td>Y1(1)</td><td>100% 0%</td></tr> <tr><td>Y2(3)</td><td>67% 33%</td></tr> <tr><td>Y3(5)</td><td>80% 20%</td></tr> <tr><td>Y4(1)</td><td>100% 0%</td></tr> <tr><td>Y5(3)</td><td>67% 67%</td></tr> <tr><td>Y6(2)</td><td>100% 50%</td></tr> </table>	Expected or more	S+/GD	Y1(1)	100% 100%	Y2(3)	67% 0%	Y3(5)	60% 40%	Y4(1)	100% 0%	Y5(3)	67% 67%	Y6(2)	100% 0%	Expected or more	S+/GD	Y1(1)	100% 0%	Y2(3)	33% 0%	Y3(5)	40% 20%	Y4(1)	100% 0%	Y5(3)	67% 33%	Y6 (2)	50% 0%	Expected or more	S+/GD	Y1(1)	100% 0%	Y2(3)	67% 33%	Y3(5)	80% 20%	Y4(1)	100% 0%	Y5(3)	67% 67%	Y6(2)	100% 50%	<p>Continue to monitor children who did not meet the expected standard in the previous year. Identify and put in place interventions if necessary. Same and next day interventions to start 2018/19 which will add further value to PP children progress.</p>	
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		<p>Reading - all PP children not on the SEND register made at least expected standard.</p> <p>Writing – good % of PP children reaching expected standard. Year 3 children who did not meet that standard and are not on the SEND register have been identified at initial pupil progress meeting and are to be tracked and targeted 2018/19.</p> <p>Maths – good % of PP children reaching expected standard in all year groups.</p> <p>Awaiting ASP release to complete comparison and progress measures between PP and non PP children.</p>		
Ensuring timely intervention with SAL issue does not impact on children’s attainment and progress.	<p>Referrals made to Children’s Centre and SAL for children requiring support – also pre-transition work with nursery providers to identify current need.</p> <p>TAs taking NHS training in order to be able to deliver a more thorough programme in school of targeted SAL intervention.</p>	<p>TA completed SAL training and disseminated to EYFS staff.</p> <p>Pre-transition work with all nursery providers is strong. Children targeted in EYFS with provision linked to Speaking.</p> <p>Children referred to SAL when children are identified.</p>	Continue to work with preschool settings to ensure early identification of any SAL needs.	
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)	

<p>Children with gaps in being able to form relationships or showing low self-esteem are quickly identified and needs addressed (<i>PP provision map, ELSA provision</i>)</p> <p>ELSA interventions shows improvements in children's ability to work with others and develop confidence.</p>	<p>Support provided allows an increase in self-esteem and friendships maintained leading to children being happier in school.</p> <p>Boxall profile scores show staff and children in school are noticing an improvement in confidence, behaviour and therefore ability to make progress.</p> <p>Support provided by ELSAs within school to allow children to be able to access the school provision fully.</p>	<p>PP children with low self-esteem were targeted with ELSA sessions throughout the year and both reached expected standard at the end of their year groups. Children transitioned well into their new classes. Friendship groups and managing feelings improved significantly across the year.</p>	<p>To monitor PP children and refer to ELSA. Additional to this 2018/19 there will be built in time for wellbeing based interventions with PP TAS.</p>	
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iii. Other approaches

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>Parents and children feel supported, with good relationships built with school and adults.</p>	<p>School helping provide access, including to support banks (e.g. Children's Centre, parenting courses etc.)</p> <p>Contribution towards residential and non-residential educational visits for eligible pupils</p>	<p>SENDCO worked closely with all families and identified relevant support internally and externally.</p> <p>All staff formed strong relationships with PP parents/carers and regular informative feedback was given.</p>	<p>Continue to sustain and build new relationships with PP children's parents/carers. Keep communication strong.</p>	<p>£25,472</p>