

Academic Year	2018-19	Total number of pupils	155	Total PP budget	£72,900
					72,600 deprivation (55 PPrD) 300 Forces (1 PPrF)

1. Review of expenditure 2018-19

Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will you continue with this approach)	Cost
Improve outcomes for all pupils	Revised marking and feedback policy implemented consistently including use of 'next steps' targets and 'even better if'	Impact <ul style="list-style-type: none"> Marking across school following policy children can talk about the feedback they receive and how it helps them 	Ofsted highlighted tighter focus needed in marking on basic errors in spelling, grammar, punctuation and handwriting. Review policy Autumn 2019 to incorporate changes needed to meet Ofsted development point. Continue 2019-20	1200
	Phonics CPD for all staff (Chris Ogden & Literacy lead) including gap task and impact feedback. Termly phonic screening, analysis, grouping and monitoring Training for new teacher and refresher for TAs	Impact <u>Year 1 Phonics</u> <ul style="list-style-type: none"> attainment in phonics rose quickly <ul style="list-style-type: none"> 2019 attainment = 76% (National 82%) PPrD pupils attainment = 71% (National 71%) This cohort made strong progress through Y1 from low starting points. Ofsted 2019 'leaders have placed a high priority on the teaching of phonics. Progress in developing phonic skills has improved in Year 1 but not as much in the Reception Year. Leaders have ensured that standards are rising by putting interventions in place for key stage 1 pupils. As a result, pupils are now developing secure early reading skills, so they can decode unfamiliar words and apply these skills to their writing.' 	Too early to measure impact of Language Hub work, including 3 days of SLE support (May19). Further Language Hub support potentially available 2019-20. Phonics and early reading focus needed for new Reception teachers 2019-20 Continue 19-20	1190 1850

	Regular activities within and beyond the curriculum to motivate and inspire	Impact <ul style="list-style-type: none"> Pupil engagement in learning enhanced by regular trips and visitors linked to curriculum learning Impact evident in heightened motivation, particularly in writing and improved outcomes 	Continue 19-20	4000
Improve oral language and communication skills	Screen children for receptive & expressive language skills (purchase BPVS & Renfrew) Trial and develop whole school approaches to support acquisition of language skills Identify and target children and groups needing additional support	Impact <ul style="list-style-type: none"> Y1 teacher led trial and development of strategies to introduce and develop vocabulary and language skills. Year 1 tracking group (assessed Oct18 and July19) all made more than expected progress <ul style="list-style-type: none"> Receptive language (BPVS) <ul style="list-style-type: none"> average 17.6 months gained in 9 months (range 12 months to 34 months) Expressive language (Renfrew) <ul style="list-style-type: none"> average 19.4 months in 9 months (range 10 months to 37 months) 	Continue with strategies across school in 2019-20.	2500
	Regular Makaton 'refresher' training for staff	Impact <ul style="list-style-type: none"> Children are able to use Makaton to support communication 	Makaton lead left during 2018-19 New lead for Makaton to be identified for 2019-20	360
Social and emotional needs of pupils addressed	Purchase additional 'Jigsaw' resources to support delivery of PSHE & SMSC. This will support all pupils to build strong social and emotional skills	Impact <ul style="list-style-type: none"> Resources in place to support Jigsaw Feedback from pupils overwhelmingly positive Pupils increasingly able to describe and manage their feelings and emotions alongside developing skills and attitudes for life (incl. British Values) 	On-going use of Jigsaw in 19-20 including implementation of revised planning to support 2020 PSHE curriculum Continue 2019-20	500

Social and emotional needs of pupils addressed	Termly training to develop staff knowledge of social and emotional issues which impact on learning so they are able to identify needs more swiftly. Enhanced training for Pupil & Family Support Manager	Impact <ul style="list-style-type: none"> Staff awareness of social and emotional issues impacting on learning enhanced through regular training enabling them to identify and support children more swiftly Skills and knowledge enhanced for Pupil and Family Support Manager through regular 'Future in Mind' training so staff, pupils and families can be better supported / signposted 	On-going involvement 2019-20 in 'Future in Mind' training and dissemination to staff Termly training for staff focused on identified aspect of social, emotional wellbeing Continue 2019-20	1500																				
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 (will you continue with this approach)	Cost																				
Improve outcomes for pupils - partic PPr and more able Higher rates of progress for PPrD pupils	2x Additional TAs (school based) <ul style="list-style-type: none"> weekly small group sessions for identified children 1:1 and small group reading and phonics support enable increased feedback about learning reduce adult:pupil ratio 	Impact <u>Key Stage 1 - Y2 age related expectations</u> <ul style="list-style-type: none"> Overall outcomes were lower in 2019 than 2018 however Pupil Premium pupils attained at least in line with the cohort. Pupil premium children attained broadly in line with similar pupils nationally <table border="1"> <thead> <tr> <th></th><th>All</th><th>National all</th><th>PPrD</th><th>National PPrD</th></tr> </thead> <tbody> <tr> <td>Read</td><td>61%</td><td>75%</td><td>64%</td><td>62%</td></tr> <tr> <td>Write</td><td>59%</td><td>69%</td><td>59%</td><td>55%</td></tr> <tr> <td>Maths</td><td>58%</td><td>76%</td><td>59%</td><td>62%</td></tr> </tbody> </table> <u>Year 1 Phonics</u> <ul style="list-style-type: none"> PPrD pupils attainment in phonics rose rapidly from 2018 (55%) to 71% (National 2019 for PPrD pupils 71%) <u>EYFS</u> <ul style="list-style-type: none"> Overall outcomes dropped in 2019 (GLD 31%) Pupil premium pupils outperformed the cohort (GLD 44%) but this was still significantly below national (71%) 		All	National all	PPrD	National PPrD	Read	61%	75%	64%	62%	Write	59%	69%	59%	55%	Maths	58%	76%	59%	62%	Targeted support for individuals and small groups in Key Stage 1 has proved effective in closing gaps for pupil premium pupils with the cohort but standards still need improvement to meet national. Continue in 19-20	12000 12000
	All	National all	PPrD	National PPrD																				
Read	61%	75%	64%	62%																				
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Social and emotional needs of pupils addressed	'Early Bird' healthy snack at the start of the day to improve concentration and punctuality	Impact <ul style="list-style-type: none"> Feedback from staff shows that children are more settled at the start of the day and concentration is better Children are keen to get to school on time - punctuality for nearly all children is good Questionnaire feedback from parents and pupils overwhelming positive 	School part of the National Schools Breakfast Programme for 2018-19. Minimal costs relating to this - setting up breakfast club and offering targeted free places. NSBP ends Spring 2020 so costs will increase again. Continue 19-20	2000
	Purchase annual subscription for CPOMS Meritec, set up and train staff. This will enable staff to swiftly identify and track vulnerable children.	Impact <ul style="list-style-type: none"> All staff trained to use CPOMS Meritec so all can enter information Key staff are able to access all pupil information swiftly which has particularly benefited multi-agency work to support families Information communicated efficiently and securely to appropriate staff Ofsted 2019 - <i>'Inspection findings show that leaders maintain detailed and effective record-keeping, so that they can keep track and review the support that they give to families. Staff report and record any concerns about pupils' welfare promptly.'</i> School selected (Summer 2019) to take part in Telford & Wrekin pilot to streamline feedback from Family Connect via CPOMS 	Time saved by online secure system has enabled more time to be spent working with vulnerable children and their families Continue 19-20	1000
	Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress	Impact <ul style="list-style-type: none"> Where families engaged positively with support from school and other agencies outcomes improved (pupil progress and attendance). A small number of families were resistant or declined support and as a result outcomes did not improve rapidly. 	A number of families continue to need support to improve attendance which will support improvements in academic outcomes Continue 19-20	9000

	Weekly small group and 1:1 sessions to address identified social and emotional needs.	Impact <ul style="list-style-type: none"> Feedback from pupils, parents and staff show positive impact of a wide range of interventions and small group work 	Continue 19-20	7900
	Fortnightly small group sessions to support children joining school during the year. 1:1 sessions if more appropriate.	Impact <ul style="list-style-type: none"> Pupils new to the school settle quickly New pupils and families needing support are quickly identified 	Continue 19-20	1000
	'Playground Buddies' programme to support vulnerable pupils at playtimes (training for new Y2 pupils)	Impact <ul style="list-style-type: none"> New playground buddies trained Regular support and on-going training for playground buddies with PE lead and Pupil & Family Support Worker Peer support available on the playground every dinner time 	New Y2 pupils will need to be trained for 19-20 Continue 19-20	1500
	MDSA to support vulnerable children indoors during lunchtime	Impact <ul style="list-style-type: none"> Indoor supervision available during lunchtime so vulnerable children can access tailored support 	Continue 19-20	2500

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 (will you continue with this approach)	Cost
Improve rates of reading at home for all pupils, partic PPr and more able	Allocated time for Literacy Lead to train volunteer readers for targeted children Continue Reading prize scheme	IMPACT <ul style="list-style-type: none"> Children have been motivated by reading prizes which has led to an increase in home reading Ofsted 2019 - 'Pupils clearly enjoy reading. Key stage 1 pupils tackle words using their phonic skills, anticipate what is coming next in a story and become fluent early readers.' Year 2 Outcomes in Reading were lower than the previous year although Pupil Premium children outperformed the cohort and were in line with PPr pupils nationally Cohort ARE = 61% (National 75%) PPrD ARE = 64% (National PPrD ARE 62%) 	Funding support from Maxell not available 2019-20 so reading prize cost to be covered by school. Training and supervision for volunteer readers will continue 19-20.	600

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Other approaches - Forces Children				
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 (will you continue with this approach)	Cost
To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker for transitional children to support settling in to new school	IMPACT <ul style="list-style-type: none"> Forces children joining the school settled quickly A number of forces children moved on to new schools during 18-19. Pupil & Family Support Worker supported these children with transition activities and memory books. Feedback from parents and children was very positive. 	Forces children continue to leave and join the school Continue 19-20 as needed	500
Enable regular contact for pupils when a parent is serving away from home	1:1 with Pupil & Family Support Worker when a parent is posted.	No parents posted during 18-19	Continue 19-20 as needed	As and when