



Pupil Premium Report 2018 - 2019

1. Summary information					
School	Shottermill Junior School				
Academic Year	2018/19	Total PP budget for financial year 2018 - 2019	£52,665	Date of most recent PP Review	01.09.19
Total number of pupils	274	Number of pupils eligible for PP	41	Date for next internal review of this strategy	March 2020

2. Current attainment Year 6 SATS (Ever 6)	Expected Standard		Higher Standard	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2019)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for 2019)</i>
% achieving in reading, writing and maths	42%	71%	0%	13%
% achieving in reading	75%	78%	25%	31%
% achieving in writing	50%	82%	8%	24%
% achieving in maths	50%	84%	0%	32%
% achieving in English Punctuation & Grammar	67%	83%	25%	41%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low self-esteem, anxiety and mental health issues affect the wellbeing of pupils and affect their ability to learn.
B.	Low levels of Literacy and Reading skills, poor vocabulary development and difficulties with Writing.
C.	Basic skills in Maths (especially for girls) require development, including arithmetic, mental strategies, calculations and developing reasoning skills.
External barriers	
D.	Although attendance rates for PP are improved, we must maintain our focus in this area.
E.	Parental engagement with school life, leading to less support for children in their learning and development at home.

F.	Financial challenges and low-income result in a lesser number of PP children accessing extra-curricular activities such as residential trips.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are adequately supported in terms of their social and emotional wellbeing and are ready for learning every day.	Children come to school regularly and are happy and ready to learn. They are more confident and have higher levels of self-esteem and resilience to deal with challenges.
B.	Standards in Writing are improved because children use adventurous vocabulary and can write in a variety of styles. Spelling, punctuation, handwriting and grammar will be improved. Standards in Reading are improved because children receive support to access books and adults listen to them read regularly.	Children make accelerated progress from their starting points and a greater number are securely working within age related expectations for Writing. Children develop a love of reading and have a book that is suitable for them to read on a daily basis. They progress through the PM bookbands and develop their comprehension skills.
C.	Standards in Maths are improved because children are more fluent in mental strategies, can use written calculations and a wider mathematical vocabulary. They are able to apply their knowledge to a range of mathematical problems.	Children make accelerated progress from their starting points and a greater number are securely working within age related expectations for Maths. In Year 6, more children reach the expected / higher standard.
D.	Increased attendance rates are maintained for pupils eligible for PP.	The attendance of children eligible for the Pupil Premium Grant is improved so that it is above 95%.
E.	The school has achieved effective relationships with parents that help support the needs of children. Parents are provided with practical ideas to support their children with learning and development at home.	Attendance at key meetings, such as WAVE reviews or parents consultations are good and barriers are removed leading to effective engagement of parents.
F.	Children eligible for the PP are encouraged and helped to access extra-curricular activities such as clubs, educational trips and other opportunities.	Analysis of clubs, participation in educational visits and other activities will show that disadvantaged pupils are accessing a range of wider extra-curricular activities.

Planned expenditure = £55,681

Academic year **2019/2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all (other children not entitled to the Pupil Premium will be included in the actions below)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
The progress of pupils eligible for the Pupil Premium will be closely tracked by the school.	A newly appointed Pupil Premium Leader will develop new systems and approaches for tracking and monitoring the outcomes of children eligible for the pupil premium across the school.	Through a dedicated member of staff taking ownership of this vulnerable group, the educational provision will be improved for those children who are behind age related expectations. Tracking systems will be more thorough and opportunities to help pupils catch up will be improved.	½ day monitoring to be undertaken at least every month by the Pupil Premium Leader. The Inclusion Leader will work closely with the Pupil Premium Leader to offer support and advice also. Feedback to be provided to SLT and to staff at key points in the term. An audit of Pupil Premium will be requested towards the end of the year.	LM JD	The Pupil Premium Leader will work with Class Teachers directly each term to complete the new tracking sheets for each individual pupil. SLT will monitor progress of this group through data analysis and meet with the Pupil Premium Leader. An assigned Governor will also monitor the effectiveness of this role.	LM additional hours: £1000 Additional training in the role: £500 External pupil premium review £1000
Improve outcomes in Maths of identified Year 6 pupils through the Power Hour.	Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher for the most vulnerable PP / SEND pupils. PP children in the whole class will be closely monitored as part of the teacher's focus group.	Children (some of which also have SEND) will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions. Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.	Monitoring of lessons will be undertaken by the Inclusion Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress also and undertake other monitoring to ensure these children are progressing well.	JD KB JZ JH	This will be reviewed through pupil progress meetings with the intervention leader and through WAVE reviews.	Based on JZ 1 hours/4 days per week, Sept 2019 to July 2020: £6,495

<p>Improve outcomes in Maths of identified Year 5 pupils through the Power Hour.</p>	<p>Small group intervention teaching by a specialist teacher delivered 4 times a week for Maths.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group where the level and pace of learning can be slower to accommodate addressing misconceptions.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by the Inclusion Leader and SLT.</p> <p>Assessment systems will track progress of learners.</p> <p>Pupil Premium Leader will track progress also and undertake other monitoring to ensure these children are progressing well.</p>	<p>JD KB JZ JH</p>	<p>This will be reviewed through pupil progress meetings with the intervention leader and through WAVE reviews.</p>	<p>Based on JZ 1 hours/4 days per week, Sept 2019 to July 2020: £6,495</p>
<p>Improve outcomes in English of identified Year 5 pupils through the Power Hour.</p>	<p>Small group intervention teaching by a specialist teacher delivered 4 times a week for English.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group where time can be spent developing literacy skills. Children working just below age related expectations will be targeted.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by the Inclusion Leader and SLT.</p> <p>Assessment systems will track progress of learners.</p> <p>Pupil Premium Leader will track progress also and undertake other monitoring to ensure these children are progressing well.</p>	<p>JD KB JZ JM</p>	<p>This will be reviewed through pupil progress meetings with the intervention leader and through WAVE reviews.</p>	<p>Based on JZ 1 hours/4 days per week, Sept 2019 to July 2020: £6,495</p>
<p>Improve outcomes for Year 3 pupils in Writing through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Children will benefit from being in a small group where their needs can be immediately met. The pace will be slower to break down learning into simple achievable steps with a high degree of modelling and support. The lesson will be differentiated to accommodate greater visual and practical approaches that build language and vocabulary skills.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>The groups will be fluid and this will mean that careful tracking of how disadvantaged pupils access this provision will be required.</p> <p>Monitoring of lessons will be undertaken by English Leader and SLT. Assessment systems will track progress of learners. Pupil Premium Leader will track progress on individual tracking sheets.</p>	<p>JD KB LM JM</p>	<p>Academic progress will be reviewed through pupil progress meetings with Phase Leaders.</p>	<p>Based on LM 1 hour/4 days per week: £6,614</p>

<p>Improve outcomes for Year 3 pupils in Maths through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher / as well as daily 1:1 sessions run by the DHT.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Following assessment of their learning, children with gaps will be targeted for the Power Hour. The intervention will focus on pupils working just below age related expectations. The groups will be fluid and more responsive, as a result of high quality ongoing assessment.</p> <p>A strong focus will be placed on using practical apparatus to address misconceptions in learning but will follow the same objectives taught in the main class.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by Maths Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on individual tracking sheets.</p>	<p>LM JD JH KB</p>	<p>Academic progress will be reviewed through pupil progress meetings with Phase Leaders. White Rose unit assessments will also demonstrate the impact of this intervention.</p>	<p>Based on LM 1 hour/4 days per week: £6,614</p>
<p>Improve outcomes for Year 4 pupils in Maths through the Power Hour.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Following assessment of their learning, children with gaps will be targeted for the Power Hour. The intervention will focus on pupils working just below age related expectations. The groups will be fluid and more responsive, as a result of high quality ongoing assessment.</p> <p>A strong focus will be placed on using practical apparatus to address misconceptions in learning but will follow the same objectives taught in the main class. Times tables development will also be a key priority.</p> <p>Children working at a higher level will have better access to their Class Teacher as the child:adult ratio is improved in class.</p>	<p>Monitoring of lessons will be undertaken by Maths Leader and SLT.</p> <p>Assessment systems will track progress of learners. Pupil Premium Leader will track progress on the whole school monitoring tool.</p>	<p>LM JD JH KB</p>	<p>Academic progress will be reviewed through pupil progress meetings with Phase Leaders. White Rose unit assessments will also demonstrate the impact of this intervention.</p>	<p>Based on LM 1 hour/4 days per week: £6,614</p>
Total budgeted cost:						£41,827

i. Targeted support (other children not entitled to the Pupil Premium will be included in the actions below)						ii.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve outcomes in Maths of identified Year 6 pupils.	Maths Club intervention focussing on pupils working below age related expectations and developing confidence around Maths.	Children eligible for PP will be prioritised for the Maths Club after school and will benefit from specialist teaching to help address weaknesses and misconceptions This will run during the autumn and spring terms.	Regular attendance will be monitored, however the Maths Club will be by invitation with voluntary attendance.	KB	Progress will be reviewed through teacher assessment feedback and outcomes in formal assessments. Class teachers will help inform the specialist teacher of what needs to be addressed on a weekly basis.	Based on one hour SLT teaching every week for two terms. £2,206
Improve outcomes in Maths of identified Year 6 pupils.	1:1 tuition for one child with outside tutor JClarke. This intervention will run for 10 weeks in the lead up to SATS.	Previously targeted children were very successful in the tests after having received this support in the previous academic year.	The sessions will be monitored by the Inclusion Leader.	JD	Progress will be reviewed with the Class Teacher, parent and SLT.	Based on 1hrs/wk for 10 weeks with JClarke: £250
Improve outcomes in Reading of identified Year 6 pupils.	Small group intervention focussing on pupils working below age related expectations in Reading.	Children eligible for PP will be prioritised for the intervention and will benefit from specialist teaching to help develop comprehensions skills and test technique. This will run during the autumn and spring terms.	Attendance and pupil outcomes will be monitored closely.	JD	Progress will be reviewed through outcomes in formal reading assessments. Class teachers will help inform the specialist teacher of what needs to be addressed on a weekly basis.	Based on one hour SLT teaching every week for two terms: £1,710
Improve outcomes in Reading of identified Year 6 pupils.	1:1 tuition for one child with outside tutor JClarke. This intervention will run for 10 weeks in the lead up to SATS.	Previously targeted children were very successful in the tests after having received this support in the previous academic year.	The sessions will be monitored by the Inclusion Leader.	JD	Progress will be reviewed with the Class Teacher, parent and SLT.	Based on 1hrs/wk for 10 weeks with JClarke: £250

To ensure disadvantaged pupils access high quality reading books.	The School Librarian will monitor the books that pupils eligible for the pupil premium are accessing and ensure these children are reading regularly. A weekly reading session with the Librarian will include identified PP pupils.	The school feels it is important to prioritise reading interventions this year, to improve access and learning across the whole curriculum. We know that some of our disadvantaged pupils do not read regularly to an adult outside of school and sometimes have limited access to books.	The Librarian will keep a record sheet of the children she works with on a weekly basis. The Librarian will also track and monitor the reading bookbands of these children and that they always have a book to take home.	JJ JM	The English Leader will ensure that the Librarian is regularly meeting with children and will oversee this intervention.	Based on an hourly session with School Librarian: £500
					Total budgeted cost:	£4916
iii. Other approaches						iv.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Costs
Continue to maintain good levels of attendance of this group of pupils.	Use of HSLW to support vulnerable families who are requiring additional support. Monitor attendance of pupil premium children on a regular basis (at least termly). Invitation only Breakfast Club will be offered to pupils who struggle coming into school in the morning (see below).	Children who attend school regularly will not have gaps in their learning. They will also be able to attend other interventions and support groups put in place to help them catch up. The HSLW is a key resource available to the school to support families struggling to get their children into school – for a range of reasons.	Attendance of this group will be recorded in HT monitoring reports as well as through the new pupil premium trackers. The Inclusion Officer (EWO) will monitor attendance termly also.	KB HJ VN NCa LM	Attendance will be reviewed at least termly, if not sooner if problems are highlighted.	It is estimated that the HSLW will spend approx ½ of her time supporting disadvantaged families. Based on HSLW for Sept 2018 – Jul 2019: £5,897

Support given through our Breakfast Club at the beginning of the school day will enhance the social and emotional wellbeing of identified pupils.	Invitation only Breakfast Club will be offered to pupils who need a settled start to the school day with a key adult to discuss concerns with.	Children will work with key adults to help manage their feelings and develop emotional literacy to help express their worries. Children will build resilience to dealing with anxiety and will be better placed to learn in school as a result. Children will make improved friendships and not be isolated.	Attendance at this group will be recorded on the new Pupil Premium trackers on a termly basis.	NCa LM	Through KIT meetings, discussions in DSL meetings and through feedback from other staff.	Cost of Breakfast Club for Sept 2019 – July 2020 NCa: £1,361 plus other expenses (food): £500
Enable children to complete homework in a supportive environment and feel positive about completing this.	All children are offered the opportunity to attend homework club after school. Parents of pupils struggling with their homework will be encouraged to sign their children up for this club.	Many parents of PP children find homework a struggle and they feel unable to help with their child's learning. Access to equipment and resources outside of school may also be a difficulty.	Monitoring of the number of PP children attending the club and through feedback from parents.	NCa LM	Review at the end of the year.	1hr/wk NCa after school: £680
Enable children to access extra-curricular activities which have additional costs to parents.	The school has set aside a small proportion of funding to support families with managing the costs associated with our residential trips.	Analysis shows that disadvantaged pupils often do not attend extra-curricular events and activities which incur a large cost. As well as support from the PTFA (e.g. for Young Voices), the school helps parents of disadvantaged pupils with larger payments for residential trips £50 - £100.	The Headteacher authorises all payments awarded to families, according to need.	JT KB	JToth will keep a summary of payments made over the course of the year for analysis.	Estimated costs based on previous year: £500
					Total budgeted cost	£8,938
<i>N.B Costs associated with staffing do not include on-costs.</i>						

5. Review of expenditure £70,643

Previous Academic Year

2018/2019

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)	Cost						
<p>Improve outcomes in Maths of identified Year 6 pupils.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>In Maths, 50% of pupils eligible for the PP achieved the expected standard which increased from 44% the previous year.</p> <p>However 0% of pupils achieved the higher standard, which represents a decline.</p> <p>Progress from KS1 data was extremely poor -6.53 for the 11 Ever 6 pupils.</p> <p>18 children were targeted within the two Maths groups run by the intervention teacher, of which 6 were eligible for pupil premium (7 including a pupil who left part way through year). Other eligible pupils remained in class and received targeted focus group teaching from their usual Class Teacher.</p> <p>Of the 18 pupils targeted in the two intervention groups, 16 made accelerated progress from their starting points and 1 child achieved the expected standard.</p>	<p>12 pupils in Year 6 were identified as eligible for the Pupil Premium Grant (1 pupil was Ever 4).</p> <p>It is important to note that of the 11 Ever 6 pupils, over half were also SEND, with one pupil also having an EHCP. This resulted in a lower KS1 average point score than in previous years:</p> <table border="1" data-bbox="1256 592 1906 651"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>15.67</td> <td>16.13</td> <td>14.58</td> </tr> </tbody> </table> <p>This meant that achievement levels would undoubtedly be different to previous years.</p> <p>Class Teachers felt that changes to staffing in Year 6 added an additional challenge mid-way through the year. However, because the intervention focussed on the lowest ability pupils (with many SEND pupils), Class Teachers were released to support other disadvantaged pupils through focus groups in class - particularly those with middle and higher prior attainment. 5 of these pupils achieved the expected standard through support in their usual class.</p> <p>Overall, it is felt that this intervention approach continues to support high quality learning experiences for both disadvantaged and non-disadvantaged pupils.</p>	2017	2018	2019	15.67	16.13	14.58	<p>Based on JZ 2 hours/4 days per week, Sept 2018 to July 2019:</p> <p>£10,882</p>
2017	2018	2019								
15.67	16.13	14.58								
<p>Improve outcomes for Year 6 pupils in Writing (and Reading).</p>	<p>Small group intervention teaching delivered twice a week, in addition to usual English lesson, by a specialist teacher.</p>	<p>Throughout the year, children in Year 6 were targeted at least twice a week through focused specialist teaching in Writing and for some, Reading.</p> <p>5 PP pupils received regular support through this intervention. This boosted their confidence and resulted in some noticeable improvements in:</p> <ul style="list-style-type: none"> -Spelling and use of more adventurous vocabulary -Handwriting and writing for longer periods of time -Punctuation & Grammar -Overall content and ability to write for different audiences 	<p>Although none of the 5 children who received this support achieved the expected standard in Writing overall, all of the pupils targeted made progress from their starting points and two made exceptional and accelerated progress.</p> <p>Progress from KS1 data was below those not eligible at -2.77 for Writing for the 11 Ever 6 pupils. However, progress was positive at 1.36 in Reading, which was positive.</p> <p>Overall it is felt that starting this intervention earlier in Year 5, particularly for the next cohort of children maybe particularly beneficial.</p>	<p>Based on JZ 1 hours/4 days per week, Sept 2018 to July 2019:</p> <p>£5,255</p>						

<p>Improve outcomes for Year 3 pupils in Writing.</p>	<p>Small group intervention teaching delivered 4 times a week in Writing lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Throughout the year, 5 pupils eligible for the pupil premium were targeted through a daily Writing lesson 4 times a week with a specialist Teacher. All of the children targeted made good progress and 4/5 made accelerated progress from their starting points. One child made enough progress in the year to have caught up to be in line with his peers.</p> <p>Children benefited from being in a small group where lessons were tailored to the pupils and they received high quality feedback from their Teacher, which they said was really helpful for their learning and progress.</p>	<p>Standards in Writing for the identified pupils improved because children were encouraged to develop their use adventurous vocabulary and write in a variety of styles. The quantity of what they produced lesson by lesson improved.</p> <p>This intervention also helps us to diagnose specific learning difficulties (such as specific SEND) which would otherwise be missed by the Class Teachers.</p> <p>Overall it is felt that this is very good value for money, however the school will be reviewing its approach to this intervention through the introduction of the 'Power Hour' next year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>
<p>Improve outcomes for Year 3 pupils in Maths.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Throughout the year, 3 pupils were targeted through a daily Maths lesson 4 times a week with a specialist Teacher. All of the three children targeted made good progress and 2/3 made accelerated progress from their starting points. One child made enough progress in the year to have caught up to be in line with his peers.</p> <p>Eligible pupils working at a higher level also were given better access to their Class Teacher as the child:adult ratio was improved in class – all but one of these children were working at age related expectations by the end of the academic year in Maths.</p>	<p>Children benefited from being in a small group where high quality feedback from their Teacher helped accelerate learning. Lessons matched what was being taught in the main class, but greater emphasis was given to the handling of apparatus in line with White Rose teaching approaches introduced part way through the year. Counting and arithmetic was also a key focus within this lesson through daily target practice.</p> <p>Overall it is felt that this is very good value for money, however the school will be reviewing its approach to this intervention through the introduction of the 'Power Hour' next year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>
<p>Improve outcomes for Year 4 pupils in Maths.</p>	<p>Small group intervention teaching delivered 4 times a week in Maths lessons by a specialist teacher.</p> <p>PP children in the whole class will be closely monitored as part of the teacher's focus group.</p>	<p>Throughout the year 2 pupils were targeted through a daily Maths lesson 4 times a week with a specialist Teacher, working alongside other pupils not eligible for the pupil premium.</p> <p>One pupil made accelerated progress, helping them to almost fully catch up with their peers. The other child (with SEND) made good progress in line with expectations.</p> <p>Counting and arithmetic was also a key focus within this lesson through daily target practice and they also made good progress in their individual targets around this.</p>	<p>Children benefited from being in a small group where lessons were carefully tailored and they received high quality feedback from their Teacher. Lessons matched what was being taught in the main class, but greater emphasis was given to the handling of apparatus in line with White Rose teaching approaches.</p> <p>In some instances, pupils continued to receive this targeted support through being in the Year 3 intervention group.</p> <p>Overall it is felt that this is very good value for money, however the school will be reviewing its approach to this intervention through the introduction of the 'Power Hour' next year.</p>	<p>Based on LM 1 hour/4 days per week, Sept 2018 to July 2019:</p> <p>£7,108</p>

Children receive high quality teaching and learning experiences and their needs are prioritised.	PP and ILSM will undertake joint observations and monitoring of PP children's work across the school.	The plan was to use the Pupil Premium Leader to closely monitor this group across the school to help ensure that these children are making as good progress as their peers. However the Pupil Premium Leader was unable to fulfil this role. Time was then spent as a Senior Leadership Team tracking the rates of progress and adjusting intervention accordingly.	The plan is to review Pupil Premium monitoring going forwards, using the Phase Leaders, Inclusion Leader and to set up pupil trackers leading on from the infant school.	3 day's supply cover £525 (unspent)
Total				£37,986
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)	Cost
Improve understanding of number and arithmetic skills for identified pupils in order to close the attainment gap.	Provision of LSAs to deliver the Number Sense Maths Intervention success@arithmetic to identified pupils, some of whom will be eligible for the PP.	Analysis undertaken in February 2019 showed that children benefited most in Years 4 – 6. 6 children across the school who were eligible for the pupil premium, participated in this intervention. Year 4 5 children were identified as needing this intervention and all made progress. 4 made good progress and one limited progress. Year 5 6 children were identified as needing this intervention. 4 made progress – 2 limited and 2 good. Year 6 4 children accessed this intervention. All made progress – 1 limited and 3 good.	Children who have specific gaps in understanding of number, calculation and arithmetic will receive dedicated small group intervention to address specific learning needs. Next year, we will be shifting our emphasis to prioritising high quality reading interventions, although this Maths may continue for some groups as required.	Based on LSA cost per hour S3 Max: £14.50 per hr/ 3 times a wk/ 38wks a year for 8 children £12,808
Improve outcomes in Maths of identified more able Year 6 pupils. (Improve outcomes in Maths of identified more able Year 5 pupils.)	Small group Booster Class focussing on more able pupils.	Year 6 pupils were taught after school in a 'More Able Booster Group.' by a qualified teacher to address misconceptions and challenge pupils, particularly in elements such as reasoning. 6 pupils eligible for pupil premium were targeted. All of the children targeted achieved the expected standard in the SATs tests and all made good progress from starting points – which was shared with Ofsted in Dec 2018. Of the 2 pupils with high prior attainment at KS1, neither achieved the higher standard (however other pupils also within the group, but were not eligible, achieved the higher scaled scores).	Overall, we feel that this was a valuable intervention because it gave opportunities to challenge and extend pupils in a small focus group, through an additional lesson after school. We felt that this intervention had good outcomes overall however the middle ability eligible pupils achieved better than the most able eligible pupils did. (We had planned to roll this out to Year 5 later in the year, but we were unable to achieve this.) This intervention will be reviewed before rolling out again next year.	Based on NC one hour booster class every week for the academic year. £1,860

Improve spelling strategies by encouraging the effective use of phonics with Year 3 pupils.	Small group, multi-sensory phonics intervention delivered by ILSM x twice a week for small groups of children.	13 pupils were targeted in total through this intervention (in two separate class groups) of which 5 pupils were eligible for pupil premium. All pupils confidently learnt their phase 3 phonics and could read and spell associated words.	This was a valuable intervention for identified pupils because it helped ensure that the gap did not increase. Teachers reflected that although they secured their phonics, the children struggled to transfer this to their writing in class and every day lessons.	ILSM x 2 hours a week for one term. £1,304 LSA x 2 hours a week for two terms. £644
Total:				£16,616
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)	Cost
Improve attendance of pupils in this group.	Use of HSLW to support families who are requiring additional support. Monitor attendance of pupil premium children on a regular basis (at least termly). Invitation only Breakfast Club offered to pupils who struggle coming into school in the morning.	Through focusing our efforts to ensure good attendance at school for disadvantaged pupils we have found that pupil progress and outcomes are improved, often because children are able to access the additional support provided through interventions. 6 pupils attended the breakfast club, of which 3 were eligible for the Pupil Premium. We feel that together with some ELSA provision, this intervention was critical in ensuring higher rates of attendance of both SEND and disadvantaged pupils.	Last year, we were extremely successful in our approaches to targeting absence as attendance rates rose from 2017-2018 = 93.66% to 2018-2019 = 95.55% (not excluding pupils with additional medical needs) We know that children who attend school regularly have fewer gaps in their learning. We feel that by continuing with our consistent approaches to track and target non-attendance, we will help to ensure that children get the best of the school day. These strategies are extremely good value for money and will continue next year.	Based on HSLW for Sept 2018 – Jul 2019: £11,524 Cost of Breakfast Club for Sept 2018 – Jul 2019 NaC: £1100 plus other expenses (food) £100
Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.	Both ELSA trained LSAs placed in Year 5 to support the wide variety of needs. Targeted children (across the school also) provided with access to 1:1 ELSA sessions or 1:1 HSLW sessions to discuss their worries and help develop coping strategies to deal with anxiety.	Children worked with key adults to help manage their feelings and develop emotional literacy to help express their worries. They built up their skills of resilience to dealing with anxiety and were better placed to learn in school as a result. Children made new friendships through the Breakfast Club especially. 9 pupils in total accessed ELSA support last year (not including SMILE club) of which 4 were eligible for pupil premium. The rates of attendance for these children were significantly improved as a result of this intervention, as well as positively impacting pupils' emotional 'readiness' for learning.	As noted above, we feel that the impact of supporting pupils emotional wellbeing is critical in helping raise levels of attendance and overall outcomes in learning. Overall, we feel it is difficult to predict which children will access ELSA. Therefore, although we will continue with this intervention next year, we do not plan to add this to our overall pupil premium strategy.	Based on 4 children x 1 hour of ELSA support delivered by JT / NC a week for the year. £2,560

<p>Support the social and emotional wellbeing of identified pupils so that they are able to access learning effectively.</p> <p>Support the additional needs and requirements that children may have as a result of being a Young Carer.</p>	<p>Disadvantaged pupils also identified as Young Carers will be offered support through JT our Young Carers Champion.</p> <p>At least once a half-term, they will meet together as a support group with JT overseeing this.</p>	<p>6 pupils were registered during the year as Young Carers, of which, 3 were also eligible for the pupil premium grant.</p> <p>These children were supported regularly by JT through regular individual catch ups and focused group sessions. The time spent supporting this group played a critical part in helping the oldest children in the lead up to the SATs tests, helping to ensure good attendance and support with learning tasks. Support was also given around school trips to help participate well.</p>	<p>This provision will be reviewed due to a change in personnel and the HSLW will take on additional responsibility for this group next year.</p>	<p>Based on 1 hour of JT x 6 half terms (£14.5/hr x 6)</p> <p>£87</p>
<p>Enable children to complete homework in a supportive environment and feel positive about completing this.</p>	<p>All children are offered the opportunity to attend homework club after school.</p> <p>Parents of pupils struggling with their homework will be encouraged to sign their children up for this club.</p>	<p>Due to a switch to online systems to manage our after school clubs provision, we were unable to track the exact pupils who attended this provision in the year 2018 - 2019. However, from Sept 2019 onwards we can see that 7 children eligible for pupil premium have been attending the club, which has been running twice a week, to cope with increased demand.</p> <p>One child has access this club also as a Young Carer.</p>	<p>Parents are now being asked to contribute to the cost of afternoon school clubs but pupils who are eligible for pupil premium are not chased for these payments in the same way as other families.</p> <p>We can see that for many children, access to a homework club is extremely beneficial because parents are sometimes less able to support their children or have the technology resources as readily available at home.</p> <p>This intervention will continue next year, although it is likely that contributions from parents for clubs will be able to meet the financial costs.</p>	<p>1 hour of NCa after school.</p> <p>£370</p>
<p>Professional development of PP Leader.</p>	<p>To attend CPD activities where possible that focus on improving outcomes for PP children.</p>	<p>The plan was to use the Pupil Premium Leader to closely monitor this group across the school to help ensure that these children are making as good progress as their peers.</p> <p>However the Pupil Premium Leader was unable to fulfil this role. Time was then spent as a Senior Leadership Team tracking the rates of progress and adjusting intervention accordingly.</p>	<p>This role will be reviewed and a new Pupil Premium leader appointed moving forwards.</p>	<p>CPD budget</p> <p>£300</p>
Total:				£16,041
Total costs of all actions undertaken in previous academic year:				£70,643