

PUPIL PREMIUM SPENDING PLAN EVALUATION 2018/19

RAG RATED FOR IMPACT:

GREEN = EFFECTIVE APPROACH OR INTERVENTION

AMBER = PARTIALLY EFFECTIVE AND REQUIRES FURTHER ADAPTION

RED = INEFFECTIVE

i. Quality of teaching for all

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG and broad evaluation
For all pupils to make at least expected progress in maths.	Consistent use of maths no-problem with whole school resources	Weekly obs and book monitoring	Effective so to continue with increased training support for teachers and approach for Yr R.
Pupils will leave the school with higher levels of spoken and written language (Not just subject specific technical language)	Spelling and Grammar lessons through whole school nelson scheme - linked whole learning	book looks and spelling tests Termly grammar assessments in Year 5 and 6.	Effective and to continue . Outcomes strong in Year 6 and book evidence of strong progress in year
We want children to leave our school with strong fine motors skills that does not prevent them from achieving at least the expected standard in writing.	All pupils from EYFS to Year 6 to use Nelson Handwriting schemes and books.	Obs and book monitoring	Handwriting improved in most year groups - current Year 4 and R and extra focus and plan for those with poor handwriting
Improve reading outcomes from Years One to Six.	Each class to use high quality Guided reading textbooks created by Charles Dickens School.	At least one formal observation of each class teach.Termly book looks Termly whole school data analysis and pupil progress	Revision of the books to improve the quality of questions, focus on vocabulary and scaffolds to learning in 2019/20. Additional focus on reading aloud and reading for pleasure
To ensure high quality catch up groups take place throughout the school.	Updated: Spring 2019 - change of support SLT supporting in Year 2 HLTA supporting in maths in years 4-6. TA in year3. TA - supporting in reading in 4 - 6	Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.	Effective and to continue with support for Year 3 .
School to build upon the successes of children's home life and to ensure that there is clear communication between home and school.	Each pupil to use a Home-school book to ensure regular communication.	Daily by the class teacher	Revising of this booklet for 2019/20 to promote greater engagement and collating other learning resources and reduce costs.
		Total budgeted cost: £38120	

Leadership

Other approaches			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG
To ensure that home life does not have a negative impact on pupil's attainment and the amount of progress they make.	Early help manager -50% focus on vulnerable pupils and families. 0.2 of Family Support worker focus on home visits and mentoring individual children.	Weekly feedback is shared in safeguarding meetings. Termly pupil progress meetings. Monitoring of class data by SLT.	Effective but additional capacity required - full time role from Sept 2019.
To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.	ELSA - 0.5 day to supporting pupil premium children with social and emotional issues which are barriers.	These pupil's progress will be monitored during half termly book looks, termly observations and termly data analysis. *The ELSA will give feedback to teachers after each ELSA session	Role to be transferred to TA to allow HLTA focus on Speech and Language
To ensure all pupil premium children gain GLD by the end of the year.	Early Years pupils to have high quality teaching input specific to them.		Focus on curriculum in 2019/2020. Reading, Writing and Maths outcomes lower than previous years. Further work to be completed on the curriculum and greater level of direct instruction and ongoing focus on vocabulary learning across all areas of learning
To improve writing outcomes for Year 6 pupils and ensure every pupil premium child makes at least expected progress.	Year 6 pupils to benefit from an extra teacher.		Effective and continue - EEF class size reduction research supports this if numbers stay at max of 20 pupils per class.
To improve reading outcomes in Key Stage one and ensure every pupil premium child makes at least expected progress.	HLTA with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis.		Effective and to continue with phonics focus in Years 1 and 2.
To ensure higher attaining children experience stretch in maths which allows continued progress.	To use inspire maths books for pupils who need additional challenge.		Effective for years 2/3. Extensions to be revised for years 4 -6 as level of challenge too high without further input daily. Consider use of inspire for retrieval practice
To improve cultural capital of our pupil premium children. (Years one, two, four)	To ensure PP children have access to Chinese dance and Mandarin lessons.	Weekly observations by the class teacher. 1/2 termly observations and quality assurance by our languages teacher.	Dance less successful as language barrier prevented strong progress for all. Mandarin teaching effective - 19/20 to proceed only with Mandarin
Total budgeted spend: £175,980			