

## 1. Planned expenditure

Academic year

2018-19

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

### i. Quality of teaching for all

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?
Improved quality of writing structure, presentation and content.	TA 's to support class teacher in editing and improving work KS1 handwriting intervention (Pen Pals).	We used both of these successfully last year with positive outcomes. We Want children to take greater ownership of their own work and this is a proven strategy according to the EEF Toolkit.	We will monitor interventions and will use data tracking systems to evaluate progress against the relevant criteria. We are aiming for a minimum of 6 steps of progress across the year on our tracking system. Work scrutiny will be used to	CH	We will monitor termly and review at the end of the year.

Improve quality of writing in key stage two to ensure more pupils are able to write coherently and have age appropriate technical skills against SATs criteria for writing	TA's to support pupils with learning spellings, handwriting intervention and punctuation. Use Power of Reading in class.	We have used this for the past 3 years with positive outcome. There is action research using a large sample of school to show the effectiveness of Power of Reading. (See Power of Reading website) Alongside this we want to improve spelling, punctuation and grammar	<b><i>We will monitor interventions and will use data tracking systems to evaluate progress against the relevant criteria. Work scrutiny will be used to check feedback and progress by pupils. We are aiming for a minimum of 6 steps of progress over the year for all pupils.</i></b>	BMc D	We will monitor termly and review at the end of the year.
Fluency and comprehension skills to improve in reading.	Reading support staff to hear pupils read frequently	We have used this in previous years to good effect to compensate for lack of support from home or to give pupils additional practice. Alongside this we want to improve spelling, punctuation and grammar.	<b><i>We will monitor interventions and use data tracking to evaluate progress including Renaissance Readers tests and comprehension work. We are aiming for a minimum of 6 steps of</i></b>	BMc D	We will monitor termly and review at the end of the year.
<b>Total budgeted cost</b>					<b>39,000</b>
<b>ii. Targeted support</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve pupils' tables, calculations and problem solving	One-to-one tuition	Shown to be effective in EEF Toolkit. Has worked very well for us in accelerating pupils' progress	We will use tracking data and work scrutiny to ensure pupils are making strong progress Pupils are Expected to make a minimum of 6 steps of	DD	Termly monitoring and end of year evaluation.
	Use PIXL and Mathswatch materials at school each morning to improve pupils' fluency and understanding	We have used these in the past and it has proven to be a very effective strategy. PIXL has been used in many schools across the country and data shows a very positive impact.	We will use Mathswatch scores and PIXL tests to check pupil progress.		

**Total budgeted cost** £18,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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Attendance and punctuality to be at national average	Monitor attendance of pupils daily and chase up lateness or absence	This has worked when using the attendance officers to follow up and hold attendance conferences as needed. We are aiming to improve attendance to 96% overall and to reduce the percentage of pupils with persistent absence to be in line with or lower than national average. The percentage of pupils with late marks should reduce across the year.	Daily monitoring of attendance registers and punctuality. Speak to attendance officers as soon as a persistent absence problem emerges and monitor actions to ensure it is acted upon. Check attendance figures weekly and termly to see where there are still issues. Encourage classes to take ownership of their weekly attendance data with incentives for classes showing improvement i.e. close to 100%..	JS GH	Weekly and termly
Increase support / engagement of parents	Hold a meeting early in Autumn for SATS in KS1 and 2	This has effected improvements in the past	Approach parents of target pupils personally and if unable to attend discuss at another time, Qualitative comments from parents will be noted	GH	Early Autumn term.

<b>Total budgeted cost</b>	<b>£2,000</b>
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