

1. Planned expenditure

Academic year

2018-19 Pupil Premium allocation £44,630

The headings below allow us to demonstrate how we are using 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, punctuation, presentation and content.	TA 's to support class teacher in editing and improving work KS1 Spelling Shed intervention.	We used editing 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. Spelling Shed is an additional strategy that we want to trial recommended to us by other schools from our Trust.	We will monitor interventions and use data tracking systems to evaluate progress against relevant criteria. We expect a minimum of 6 steps of progress across the year on our tracking system. Work scrutiny will be used to check feedback and progress by pupils	CH	We will monitor termly with governors and review at the end of the year.

<p>Improve quality of writing in key stage two so that pupils write coherently with age appropriate technical skills against SATs criteria. Where pupils have potential for Greater Depth work address key skills from the criteria</p>	<p>TA's to support pupils with learning spellings, handwriting intervention and punctuation. Use Power of Reading and a range of other approaches in class.</p>	<p>. There is action research using a large sample of schools to show the effectiveness of Power of Reading. (See Power of Reading website) Alongside this we want to improve spelling, punctuation and grammar. Staff have all had some training for writing this year and we want to promote and build on previous success in higher standards in writing.</p>	<p>We will monitor interventions and use data tracking systems to evaluate progress against 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.</p>	<p>B Mc</p>	<p>We will monitor termly with governors and review at the end of the year.</p>
<p>Develop reading fluency and comprehension skills to improve reading.</p>	<p>Staff to hear pupils read frequently. In class continue to use whole class Guided Reading</p>	<p>We have used this in previous years to good effect to compensate or complement support from home or to give pupils additional practice.</p>	<p>We monitor interventions and use data tracking to evaluate progress with Renaissance Readers tests and comprehension work. We are aiming for a minimum of 6 steps of progress across the year by all target pupils.</p>	<p>B Mc</p>	<p>We will monitor termly with governors and review at the end of the year.</p>
Total budgeted cost				<p>23,000</p>	
<p>ii. Targeted support</p>					

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?
Improve pupils' tables, calculations and problem solving to free working memory for calculations and reasoning.	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 progress across the year	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.	DD	Termly monitoring and End of year evaluation

Total budgeted cost £18,430

iii. Other approaches

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?
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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.

Provide enrichment experiences to broaden pupils' knowledge and understanding of the world	Provide subsidised places on educational visits and residential visits	This is essential for pupils to have first hand experience of museums, places of historic, geographical and scientific interest along with all other curriculum subjects and outdoor education.	Ensure that all PP children across the school are provided with these opportunities each year.		
Total budgeted cost				£3,200	