

1. Review of expenditure – amount - £168,300				
Previous academic year		2019/2020		
i. Quality of teaching for all				
Desired outcomes	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>Focus on EYFS Improvements in the EYFS indoor and outdoor areas; enhanced opportunities for vocabulary development.</p> <p>Additional support staff in EYFS.</p>	<p>ECERS audit to identify gaps in provision for learning, with a focus on language development.</p> <p>Support for targeted pupils with low level of skills on arrival to EYFS</p>	<p>Gaps between targeted groups of pupils (PP/non-PP, SEN, EAL, girls/boys) identified and new opportunities for learning created.</p> <p>To model good spoken English and grammatical structures through quality first teaching.</p>	<p>EYFS outdoor learning areas partially improved - this is an on-going process. EYFS benefited from additional adults to support targeted pupils with learning</p> <p>High % of pupils were on track to achieve Good Level of Development before COVID – 19</p>	£42,000
<p>Focus on Phonics: 1:1 Intensive Phonics support</p> <p>Additional staff members to be trained in the planning and delivery of phonics teaching using the RWI scheme</p> <p>Developing reading and writing skills: Pupils continue to make excellent progress through love of reading, thus achieving expected and greater depth reading at the end of KS1 and KS2.</p> <p>Maintain the high number of pupils achieving expected in writing at the end of KS1 and KS2</p> <p>Higher number of pupils achieving greater depth in writing at the end of KS1 and KS2</p> <p>Higher rates of progress in reading and writing across KS1 for pupils eligible for PP.</p> <p>Sports participation: Pupils developing the essential skills which will allow them to excel in various sporting and other extra-curricular activities</p>	<p>Reading intervention using RWI materials delivered by trained staff</p> <p>Staff training on Read Write, Inc</p> <p>Continue to teach Reading Masters at a high level in Year 2 and throughout the school in order to close gap in attainment between PP and non-PP pupils.</p> <p>Continue to support pupils to attain expected writing in order to close the gap between PP and non-PP pupils.</p> <p>Continue to support small groups of pupils to attain expected and greater depth writing in order to close the gap between PP and non-PP pupils.</p> <p>Small group work: Implementation of Reading Masters alongside Phonics programme</p> <p>Employing external coaches to train pupils in tennis, steel pan and music</p>	<p>High levels of PP pupils with 1:1 intensive phonics support passed the Year 1 Phonics Screening Check in 2019. No evidence for 2020 due to COVID 19.</p> <p>Over-all reading progress for PP children in KS1 (80%) and KS2 (92%) has improved</p> <p>92% of pupils achieved expected level in 2020 which is almost in line with the previous year (after four years of Reading Masters).</p> <p>92% of pupils achieved expected level in 2020 which is almost in line with the previous year</p> <p>Pupils benefit from working in smaller, more focused groups as they develop the confidence to be more creative when editing and up-levelling writing tasks.</p> <p>Clear evidence that small group work in Phonics has impacted on reading (83%) and writing (72%) progress for PP; slightly lower than last year (COVID -19 impacted on Quality First Teaching)</p> <p>Pupils who develop the requisite skills represent the school at sporting fixtures/meets; play steel pan at community events and take the required music exams</p>	<p>Effective Phonics Programme which is on-going. Refresher training to be provided to ensure high quality delivery of programme.</p> <p>This programme has very positive impact on reading especially in EYFS and KS1.</p> <p>Target children made good progress in all areas of reading and writing. This will continue next year.</p> <p>Small group support and early intervention is effective.</p> <p>Small group support is effective, achievement of PP children in line with Non PP.</p> <p>Reading Masters Programme and small group intervention to target mastery and greater depth objectives in all subject areas is very effective.</p> <p>Pupil confidence and self-esteem has increased as a result of excelling in areas outside of academic subjects. This programme will be continued in the next academic year.</p>	£48,000
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
<p>Pupil progress review Teachers to be involved in discussion with senior leaders related to pupils' attainment and progress also to review provision and interventions</p> <p>SALT support All pupil premium pupils to receive bespoke speech and language support if required.</p>	<p>Teachers released for Pupil Progress Review sessions 3 times a year</p> <p>Lego therapy and SALT support</p>	<p>Gaps between targeted groups of pupils (PP/non-PP, SEN, EAL, girls/boys) identified and new opportunities for learning created during the Autumn Pupil Progress Review.</p> <p>Good spoken English and grammatical structures modelled through quality first teaching. Evident when communicating with pupils.</p>	<p>Review meetings with staff and Senior leaders – discussion about Quality First Teaching and the necessary interventions needed to support all learners is always vital.</p> <p>This will be available for pupils when needed.</p>	£30,000

<p>KS2 SATs support: Maintain the progress of PP pupils reading and writing in Year 6</p>	<p>Reading Masters Programme tailored to target gaps in skills and knowledge of SEN and EAL learners.</p> <p>Early Morning breakfast booster lessons for Year 6 (1 hour/5 times per week) during Spring term until SATS.</p>	<p>Reading Masters programme have been proven to accelerate the rate of progress. Assessment evidence is used to target areas: KS2 assessment reading – PP 92% KS2 assessment writing – PP 92%</p> <p>Additional booster lessons have been proven to accelerate the rate of progress in all areas of learning.</p>	<p>Use Progress Master to track pupil progress throughout the year and to identify focus pupils within a variety of pupil group.</p> <p>Frequent monitoring of the NTS and Progress Masters data alongside Pupil Progress Review, support SMT and teachers in identifying gaps and ensure that the necessary interventions are in place.</p> <p>Early Morning breakfast booster lessons ceased in March 2020 due to COVID-19.</p>	
--	--	--	---	--

Total budgeted cost

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)	
<p>Enrichment support: Curriculum Enrichment / Enhancement Activities</p>	<p>Wide range of targeted curriculum enrichment and enhancement activities: Science Investigations Day; World Book Day; Science Inter-School Quiz; General Knowledge Quiz. Links with English Touring Opera and visiting theatre groups (M&M Productions)</p>	<p>Survey conducted (Team Twelve) in October 2019 showed 98% of children love coming to school because of these enrichment activities.</p> <p>Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributes to children growing in confidence and developing their self-esteem.</p> <p>Pupils able to participate in interactive theatre productions to further develop and enhance their spoken language skills</p>	<p>The continuous provision of enrichment activities increased the confidence of pupils, especially those with low confidence and self-esteem.</p>	<p>£8000</p>
<p>Extended Services</p> <p>Mental health and wellbeing: Supporting pupils with mental health and wellbeing – 1:1 support or group sessions</p>	<p>Wide range of after school clubs available for pupils, run by both external coaches and school staff.</p> <p>HLTA trained in ELSA from October 2018 to December 2019 – delivers support to pupils</p>	<p>Pupils have taken part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/sporting events when they represented the school.</p> <p>Mental health and wellbeing is part of our whole school development priority. ELSA support will enable pupils to manage some of the issues in term of self-regulation, enhancing social skills and developing communication skills</p>	<p>Pupil confidence and self-esteem has increased as a result of excelling in areas outside of academic subjects. Extended services ceased in March 2020 due to COVID-19</p> <p>HLTA support pupils with managing mental health issues and feedback to SENCO, SMT and teachers. Well-being support, especially for targeted pupils, continued throughout lockdown due to COVID-19.</p>	<p>£40,000</p>

2. Additional detail

The number of pupils entitled to Free School Meals (FSM) is higher than national average. The number of SEN K and E pupils is significantly above the national average. 70.3% of our pupils have English as an additional language.