



Preparing for the future

Pupil Premium Strategy Statement 2019 - 20

1. Summary information

School	Evenwood C of E Primary School				
Academic Year	2019 - 20	Total PP budget	£51,460.00	Date of most recent PP Review	Sept 2019
Total number of pupils	87	Number of pupils eligible for PP	37 (42.5%)	Date for next internal review of this strategy	Sept 2020

Reception to Year 6 Pupil Premium Funding

Pupils Eligible for Premium Funding	Number of Eligible Boys Per Pupil	Number of Eligible Girls Per Pupil	Number of Looked After Pupils	Number of Post Looked After	Number of Service Children Per Pupil
33	20	13	2	2	1

Data

Year 1 Phonics Test

All subjects	2017				2018				2019			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
Disad	6	67%			6	100%	70%	+30%	7	29%	71%	-42%
Other	6	100%	84%	+16%	10	100%	84%	+16%	7	86%	84%	+2%
Gap		-33%				=	-14%			-57%	-13%	

**Key Stage 1 Data
Reading**

	% achieved Expected				% achieved Greater Depth			
Reading	2017							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	33%	63%	-30%	6	0%	14%	-14%
Other	12	67%	79%	-12%	12	25%	28%	-3%
Gap		-34%	-16%			-25%	-14%	

	% achieved Expected				% achieved Greater Depth			
Reading	2018							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	50%	60%	-10%	6	0%	29%	-29%
Other	6	100%	78%	+22%	6	25%	26%	-1%
Gap		-50%	-18%			-25%	+3%	

	% achieved Expected				% achieved Greater Depth			
Reading	2019							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	33%	63%	-30%	6	0%	14%	-14%
Other	12	67%	79%	-12%	12	40%	28%	+12%
Gap		-34%	-16%			-40%	-14%	

KS1 Writing

	% achieved Expected				% achieved Greater Depth			
Writing	2017							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	33%	54%	-19%	6	0%	8%	-8%
Other	12	58%	72%	-14%	12	17%	18%	-1%
Gap		-25%	-18%			-17%	-10%	

	% achieved Expected				% achieved Greater Depth			
Writing	2018							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	33%	53%	-20%	6	0%	18%	-18%
Other	6	100%	73%	+27%	6	17%	16%	+1%
Gap		-77%	-20%			-17%	+2%	

	% achieved Expected				% achieved Greater Depth			
Writing	2019							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	60%	55%	+5%	6	0%	7%	-7%
Other	12	90%	73%	+17%	12	30%	17%	+13%
Gap		-30%	-18%			-30%	-10%	

KS1 Maths

	% achieved Expected				% achieved Greater Depth			
Maths	2017							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	67%	63%	+4%	6	17%	11%	+6%
Other	12	67%	78%	-11%	12	17%	23%	-6%
Gap		=				=	-12%	

	% achieved Expected				% achieved Greater Depth			
Maths	2018							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	67%	61%	+6%	6	0%	25%	-25%
Other	6	83%	79%	+4%	6	33%	25%	+8%
Gap		-34%	-18%			-33%	=	

	% achieved Expected				% achieved Greater Depth			
Maths	2019							
	Cohort	School	National	Diff	Cohort	School	National	Diff
Disadvantaged	6	60%	63%	-3%	6	0%	12%	-12%
Other	12	90%	79%	+11%	12	10%	24%	-14%
Gap		-30%	-17%					

Key Stage 2 Data
KS2 Reading

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Reading	2017												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	60%	59%	+1%	20%	14%	+6%	1.5	-0.7	+2.2	103.3	101	+2.3
Other	7	86%	77%	+9%	29%	29%	=	1.4	0.3	+1.1	107.1	105	+2.1
Gap		-26%	-18%		-9%	-15%		+0.1	-1.0		+3.8	-4	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Reading	2018												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	60%	80%	-20%	20%	33%	-13%	-1.5	-0.6	-0.9	104.4	106.1	-1.7
Other	4	75%	80%	-5%	0%	33%	-33%	-0.1	+0.3	-0.4	101.0	106.1	-5.1
Gap		-15%	=		+20%	=		-1.4	+0.9	-1.1	+3.4	=	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Reading	2019												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	2	0%	62%	-62%	0%	17%	-17%	-4.1	-0.6	-3.5	103.3	101	+2.3
Other	7	71%	78%	-7%	57%	31%	+26%	2.4	0.3	+2.1	107.1	105	+2.1
Gap		-71%	-16%		-57%	-14%		-6.5	-0.9		-3.8	-4	

KS2 Writing

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Writing	2017												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	60%	66%	-6%	0%	10%	-10%	-2.6	-0.3	-2.3			
Other	7	86%	81%	+5%	14%	21%	-7%	-0.5	0.2	-0.7			
Gap		-26%	-15%		-14%	-11%		-2.1	-0.5				

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Writing	2018												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	80%	83%	-3%	20%	24%	-4%	-1	-0.4	-0.6			
Other	4	75%	83%	-8%	0%	24%	-24%	+2.4	+0.2	+2.2			
Gap		+5%	=		+20%	=		-3.4	-0.6	-2.8			

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Writing	2019												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	2	100%	68%		0%	11%	-11%	3.0	-0.5	+3.5			
Other	7	100%	83%		43%	24%	+19%	5.3	0.3	+5			
Gap					-43%	-13%		-2.3	-0.8				

KS2 Maths

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Maths	2017												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	60%	63%	-3%	0%	13%	-13%	2.0	-0.6	+2.6	99.2	102	-2.8
Other	7	100%	80%	+20%	43%	27%	+16%	4.5	0.3	+4.2	109.3	105	+4.3
Gap		-40%	-17%		-43%	-14%		-2.5	-0.9		-10.1	-3	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Maths	2018												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	80%	81%	+1%	40%	28%	-12%	+1.5	-0.6	+2.1	105.4	105.4	0
Other	4	100%	81%	-19%	0%	28%	-28%	+3.1	+0.3	+2.8	105.5	105.4	+0.1
Gap		-20%	0		+40%	0%		-1.6	-0.9	-0.7	-0.1	0	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
Maths	2019												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	2	50%	68%	-18%	0%	16%	-16%	-5.3	-0.7	-4.6	99.2	102	-2.8
Other	7	86%	83%	+3%	14%	31%	-17%	-1.1	0.3	-1.4	109.3	105	+4.3
Gap		-36%	-15%		-14%	-15%		-4.2	-1		-10.1	-3	

KS2 GPS

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
GPS	2017												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	60%	66%	-6%	20%	20%	0%				101.0	104	-3
Other	7	100%	81%	+19%	43%	35%	+8%				110.3	107	+3.3
Gap		-40%	-15%		-23%	-15%					-9.3	-3	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
GPS	2018												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	5	100%	67%	+33%	40%	24%	+16%				109.2	104	+5.2
Other	4	100%	82%	+18%	25%	39%	-14%				106.8	107	-0.2
Gap		=	-15%		+15%	-15%					+2.4	-3	

	% achieved Expected				% achieved Greater Depth			Progress			Average Score		
GPS	2019												
	Cohort	School	National	Diff	School	National	Diff	School	National	Diff	School	National	Diff
Disadvantaged	2	50%	68%	-18%	0%	25%	-25%				101	104	-3
Other	7	100%	83%	+17%	43%	40%	+3%				110.3	107	+3.3
Gap		-50%	-15%		-43%	-15%					-9.3	-3	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- | | |
|----|---|
| A. | In 2019, PP children achieving EXS and GDS at KS1 in reading and maths is lower than non-PP children and lower than the national figure. |
| B. | In 2019, PP children achieving EXS and GDS at KS2 in reading and maths, is lower than non-PP children and lower than the national figure. |
| C. | In 2019, PP children's progress in reading, writing and maths at KS2 is lower than non-PP children. |
| D. | Special educational needs and low ability of many of our PP children. |
| E. | Limited life experiences that impact negatively upon English progression throughout the school. |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|----|--|
| F. | Lack of regular and punctual attendance (95.04% Whole School, 94.4% PP 2018 - 19) |
| G. | Individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional wellbeing difficulties. Not' ready to learn'. |

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS1 in reading and maths.	There is an increase in percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally in reading and maths.
B.	The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS2 in reading and maths.	There is an increase in percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally in reading and maths.
C.	The gap between PP children's progress is narrowed or equal to other children in KS2 at reading, writing and maths.	There is an increase in progress points reducing the gap between 'other' children in the school and 'other' PP children nationally in reading, writing and maths.
D.	The gap between PP children with SEND in KS1 and KS2 is narrowed or equal to other children in reading, writing and maths.	There is an increase in progress between PP children with SEND in KS1 and KS2 in reading, writing and maths.
E.	The gap between PP children achieving age related expectations is narrowed or equal to other children in KS1 in reading and writing.	The wider curriculum enhances progress in all areas of English.
F.	Improved attendance data leading to improved outcomes in reading, writing and maths.	Improvement of attendance for pupil premium children. Improved attainment and achievement in all areas of curriculum.
G.	Strategies employed by the school remove or improve some of the circumstances families find themselves in. Parental involvement in learning increases.	Increased attainment across the curriculum.

3. Planned expenditure

Academic year 2019 - 20

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?
A. The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS1 in reading and maths.	<p>We will subsidise the cost of teaching assistants working in all classes. This will allow us to raise attainment in these areas to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.</p> <p>Head of School to support the children in Key Stage 1 with appropriate, measurable intervention which is data lead from assessment summaries from End of Year 2018 data and termly data.</p> <p>HLTA in KS1 to provide the teacher with high quality support.</p> <p>School to be part of the Maths Mastery Hub and gain support from external agencies. All teachers to have support.</p>	<p>The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.</p>	<p>Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.</p>	SLT	Termly
B. The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS2 in reading and maths.	<p>We will subsidise the cost of teaching assistants working in all classes.</p> <p>We will continue to employ an experienced KS2 teacher who is also a Maths specialist to work with KS2 children on Maths and English work.</p>	<p>The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can have a positive impact on academic</p>	<p>Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.</p>	SLT / class teachers	Termly
C. The gap between PP children's progress is narrowed or equal to other children in KS2 at reading, writing and maths.					

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?
	<p>This will allow us to raise attainment in writing to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.</p> <p>Provide regular 1-1 support on reading, a minimum of twice weekly. Head of School to support the children in Key Stage 1 with appropriate, measurable intervention which is data lead from assessment summaries from End of Year 2018 data and termly data.</p> <p>School to be part of the Maths Mastery Hub and gain support from external agencies. All teachers to have support.</p>	<p>achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.</p> <p>The EEF Toolkit also proves success of 'mastery learning' and 'reading comprehension strategies' which are being incorporated into everyday lessons and intervention sessions.</p>			
<p>D. The gap between PP children with SEND in KS1 and KS2 is narrowed or equal to other children in reading, writing and maths.</p>	<p>We will subsidise the cost of teaching assistants working in all classes. This will allow us to raise attainment of SEND PP children and increase the percentage achieving EXS and GDS reducing the gap .</p>	<p>The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.</p>	<p>SENDCO to monitor the progress of SEND and PP children. SEND support plans have SMART targets. Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.</p>	<p>SLT Class teachers SENDCO</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?
<p>E. The gap between PP children achieving age related expectations is narrowed or equal to other children in KS1 in reading and writing.</p>	<p>We will subsidise the cost of teaching assistants working in all classes.</p> <p>HLTA in KS1 to provide the teacher with high quality support.</p>	<p>The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.</p>	<p>Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.</p>	<p>SLT / class teachers</p>	<p>Termly</p>
<p>F. Improved attendance data leading to improved outcomes in reading, writing and maths.</p>	<p>The use of a PSA will allow the SLT to support families in increasing attendance and punctuality. This will raise standards and give the children greater opportunity to make progress. To raise attainment for all pupil premium children.</p> <p>Attendance rewards Immediate communication with home if PP child absent Intervention and family support if absence rate drops below 96%</p> <p>Breakfast Club is provided by Greggs for targeted pupil premium children. The school will provide staff to run breakfast club free of charge. Breakfast club will encourage the parents to get the children in school on time.</p>	<p>The Sutton Trust EEF toolkit identifies parental involvement as significantly improving children's progress. It states 'increasing parental involvement in primary schools had on average 2-3 months positive impact.' Attendance of some PP children has been a historic concern.</p> <p>Many research projects identifies that having a breakfast club improves attendance in school.</p>	<p>Improved attendance. Parental up take and feedback from events. Monitoring. Scrutiny of data. Weekly attendance monitoring of PP absence rate Daily communication between school and home if child absent</p>	<p>HT/ SLT PSO Admin</p>	<p>Half Termly</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?
<p>G. Strategies employed by the school remove or improve some of the circumstances family's find themselves in. Parental involvement in learning increases.</p>	<p>Experienced maths teacher to offer maths sessions to parents to support them with their learning.</p> <p>To ensure children are exposed to more out-of-school trips and visitors into school. University visits/ residential etc.</p> <p>The school curriculum is reviewed to ensure that the journey of learning from EYFS to Y6 gives children a diverse range of experiences to prepare them for life in modern Britain.</p> <p>Breakfast Club is provided by Greggs for targeted pupil premium children. The school will provide staff to run breakfast club free of charge.</p> <p>PSO to support families when they are in times of difficulties. PSO will provide the parents with help when applying for tax credits, will get them food parcels if and when needed etc.</p>	<p>PP children often do not have the same life experiences as other children. This affects standards particularly in writing. It also encourages aspiration.</p> <p>Research studies show even when other social factors are taken into account, children's academic performance increases after three or four months of 'regular' breakfasts.</p>	<p>Discussions with families PSO notes Improved participation with families Parents become more involved with the children e.g. attend school events and parent consultations.</p>		<p>Termly</p>
Total budgeted cost					£51,460

Targeted support

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?
A. The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS1 in reading and maths.	<p>Teachers will plan interventions for TA's to support the progress of the children and narrow the gap. This will increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.</p> <p>From January 2020 intervention sessions will take place before school with all PP children in KS1.</p>	The use of teaching assistants for interventions, planned by the class teacher, has been successful which reflects in the data.	<p>Lesson observations and monitoring by SLT.</p> <p>Discussion with children and staff.</p> <p>Monitoring and review of interventions.</p> <p>Scrutiny of data.</p>	SLT / class teachers	Termly
B. The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS2 in reading and maths.	<p>Teachers will plan interventions for TA's to support the progress of the children and narrow the gap. This will increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.</p> <p>From January 2020 intervention sessions will take place before school with all PP children in KS1.</p>	The use of teaching assistants for interventions, planned by the class teacher, has been successful which reflects in the data.	<p>Lesson observations and monitoring by SLT.</p> <p>Discussion with children and staff.</p> <p>Monitoring and review of interventions.</p> <p>Scrutiny of data.</p>	SLT / class teachers	Termly
C. The gap between PP children's progress is narrowed or equal to other children in KS2 at reading, writing and maths.	<p>Teachers will plan interventions for TA's to support the progress of the children and narrow the gap. This will increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.</p> <p>From January 2020 intervention sessions will take place before school with all PP children in KS1.</p>	The use of teaching assistants for interventions, planned by the class teacher, has been successful which reflects in the data.	<p>Lesson observations and monitoring by SLT.</p> <p>Discussion with children and staff.</p> <p>Monitoring and review of interventions.</p> <p>Scrutiny of data.</p>	SLT / class teachers	Termly
D. The gap between PP children with SEND in KS1 and KS2 is narrowed or equal to other children in reading, writing and	Teachers alongside the SENDCO will plan interventions for TA's to support the progress of the children and narrow the gap. This	The use of teaching assistants for interventions, planned by the class teacher, has been successful which reflects in the data.	<p>Lesson observations and monitoring by SLT.</p> <p>Discussion with children and staff.</p> <p>Monitoring and review of</p>	SLT / class teachers/ SENDCO	Termly

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?
maths.	will increase the percentage of SEND PP children achieving EXP and GDS in KS1 and KS2.	As the SENDCO is supporting the teachers writing the targets, they will be small steps at an appropriate level.	interventions. Scrutiny of data.		
E. The gap between PP children achieving age related expectations is narrowed or equal to other children in KS1 in reading and writing.	Teachers will plan interventions for TA's to support the progress of the children and narrow the gap. This will increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally. From January 2020 intervention sessions will take place before school with all PP children in KS1.	The use of teaching assistants for interventions, planned by the class teacher, has been successful which reflects in the data.	Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.	SLT / class teachers	Termly
F. Improved attendance data leading to improved outcomes in reading, writing and maths.	The use of a PSA will allow the SLT to support families in increasing attendance and punctuality. This will raise standards and give the children greater opportunity to make progress. To raise attainment for all pupil premium children. Attendance rewards Immediate communication with home if PP child absent Intervention and family support if absence rate drops below 96% Breakfast Club is provided by Greggs for targeted pupil premium children. The school will provide staff to run breakfast club free of charge. Breakfast club will encourage the parents to get the children in school on time.	The Sutton Trust EEF toolkit identifies parental involvement as significantly improving children's progress. It states 'increasing parental involvement in primary schools had on average 2-3 months positive impact.' Attendance of some PP children has been a historic concern. Many research projects identifies that having a breakfast club improves attendance in school.	Improved attendance. Parental up take and feedback from events. Monitoring. Scrutiny of data. Weekly attendance monitoring of PP absence rate Daily communication between school and home if child absent	HT/ SLT PSO Admin	Half Termly
G. Strategies employed by the	Experienced maths teacher to	PP children often do not have the	Discussions with families		Termly

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?
<p>school remove or improve some of the circumstances family's find themselves in. Parental involvement in learning increases.</p>	<p>offer maths sessions to parents to support them with their learning.</p> <p>To ensure children are exposed to more out-of-school trips and visitors into school. University visits/ residential etc.</p> <p>The school curriculum is reviewed to ensure that the journey of learning from EYFS to Y6 gives children a diverse range of experiences to prepare them for life in modern Britain.</p> <p>Breakfast Club is provided by Greggs for targeted pupil premium children. The school will provide staff to run breakfast club free of charge.</p> <p>PSO to support families when they are in times of difficulties. PSO will provide the parents with help when applying for tax credits, will get them food parcels if and when needed etc.</p>	<p>same life experiences as other children. This affects standards particularly in writing. It also encourages aspiration.</p> <p>Research studies show even when other social factors are taken into account, children's academic performance increases after three or four months of 'regular' breakfasts.</p>	<p>PSO notes</p> <p>Improved participation with families</p> <p>Parents become more involved with the children e.g. attend school events and parent consultations.</p>		
Total budgeted cost					£51,460.00

4. Review of expenditure

Previous Academic Year

2018-19

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?
A. The gap between PP children achieving EXS and GDS is narrowed or equal to other children in KS1 in reading, writing and maths.	We will subsidise the cost of teaching assistants working in all classes. This will allow us to raise attainment in these areas to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.	Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.	SLT	Termly
The gap has narrowed this year in all areas. It has narrowed significantly in writing going from a difference of -77% to -30%. We always have to be mindful of our data due to our small cohorts.					
B. The gap between PP children achieving EXS is narrowed or equal to other children in KS2 in reading.	We will subsidise the cost of teaching assistants working in all classes.	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can	Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.	SLT / class teachers	Termly
C. The gap between PP children's progress is narrowed or equal to other children in KS2 in reading, writing and maths.	We will employ an experienced KS2 teacher who is also a Maths specialist to work with KS2 children on Maths and English work.	The use of teaching assistants in classes allows teachers to support the progress of PP and narrow the gap. This has proven successful over the last few years in our setting as we train our TA's to the same standard as the teachers. Many different evidence sources, e.g. EEF Toolkit, suggests 'TA's can	Lesson observations and monitoring by SLT. Discussion with children and staff. Monitoring and review of interventions. Scrutiny of data.	SLT / class teachers	Termly

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?
	This will allow us to raise attainment in writing to increase the percentage achieving EXS and GDS reducing the gap between 'other' children in the school and 'other' PP children nationally.	<p>have a positive impact on academic achievement.' The use of TA's will allow 1:1 or small group work to support progress and narrow the gap.</p> <p>The EEF Toolkit also proves success of 'mastery learning' and 'reading comprehension strategies' which are being incorporated into everyday lessons and intervention sessions.</p>			
<p>B. This has not been achieved. This is due to limited life experiences, poor attendance and being 'ready to learn'.</p> <p>C. The progress has narrowed in writing in KS2. However, the gap has widened in reading and maths.</p>					
D. Improved attendance leading to improved outcomes.	The use of a PSA will allow the SLT to support families in increasing attendance and punctuality. This will raise standards and give the children greater opportunity to make progress. To raise attainment for all pupil premium children.	The Sutton Trust EEF toolkit identifies parental involvement as significantly improving children's progress. It states 'increasing parental involvement in primary schools had on average 2-3 months positive impact.'	<p>Improved attendance.</p> <p>Parental up take and feedback from events.</p> <p>Lesson observations and monitoring by SLT.</p> <p>Monitoring.</p> <p>Scrutiny of data.</p>	SLT / PSA	Termly
Our attendance has improved from 94.9% to 95.4% overall. However, for disadvantaged children the % has decreased by 1.1% despite a variety of incentives and initiatives.					
Total budgeted cost					£46,500