

**5. Pupil Premium
Review of Expenditure 2018-2019**

Previous Academic Year	2018-2019
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i. Quality of teaching for all

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 £ 160,590
Improved language skills for pupils eligible for PP children in the EYFS	<ul style="list-style-type: none"> - TT Education customised support - Staff Training - Visiting other settings to share best practice - Parent Workshops - Early Years Interventions - Language rich environment - CLPE reading project 	<ul style="list-style-type: none"> - Data is now accurate and as a result GLD has decreased since last year at 57% - CLL results are at 72.4% from a baseline of 25% - Children made accelerated progress from their baseline - Children show confidence in CLL areas 	<ul style="list-style-type: none"> - Focus on more talk for reading and writing - Developing vocabulary as a focus - Further enhance the outdoor learning environment to support CLL 	
Increase the number of children that achieve and exceed end of key stage expectations in reading and writing	<ul style="list-style-type: none"> - TT Education customised support for writing - Warwick University English project - Cross school and LA moderation - Downsizing in Y6 for writing - Reading intervention Y6 - Book Clubs Y3/4 - Local Authority review of teaching and learning in English across the school - New reading resources for children - Midas reading project - Easter School for Y6 	<ul style="list-style-type: none"> - EYFS and Ks 1 data is lower than previous years but data is accurate and secure - KS1 (R) ARE: 53% GDS:3% (W) ARE:39% GDS:0% - KS2 (R) ARE: 65% GDS:20% (W) ARE: 68% GDS:11% - There was an increase of 5% in writing at ARE and 11% increase at GDS - There was an increase of 2% in reading at GDS 	<ul style="list-style-type: none"> - Ensure all teacher assessments are regularly moderated throughout the year for secure judgements - More work with staff on identification of and targeted work to close gaps - Continue to develop teacher's subject knowledge 	

<p>Increase the number of children that achieve and exceed end of key stage expectations in maths</p>	<ul style="list-style-type: none"> - Weekly maths training and mentoring for year groups with Curious Maths - Maths workshops for Y2 and Y6 - Y6 Saturday School - Maths interventions across the school in the pm - Downsizing Y6 - Staff training and professional development - Whole school maths audit and new resources 	<ul style="list-style-type: none"> - EYFS and Ks 1 data is lower than previous years but data is accurate and secure - KS1 (M) ARE:55% GDS: 7% - KS2 (M) ARE: 85% GDS:29% - KS2 saw an increase of 21% in maths at ARE and 14% increase at GDS 	<ul style="list-style-type: none"> - Ensure all teacher assessments are regularly moderated throughout the year for secure judgements - More work with staff on identification of and targeted work to close gaps - Continue to develop teacher's subject knowledge
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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 £99,380
<p>PP children are identified, tracked and supported from Nursery to Year 6</p>	<ul style="list-style-type: none"> - Implement PAPs for teachers so that they can easily see the desired outcomes for PP in their class - Staff training on the implications of being a PP child and its impact this has on future life chances - Implement a Pupil Premium trail - Create a pathway to success for those children identified as under-attaining in the EYFS through to Y6 	<ul style="list-style-type: none"> - All PP children are tracked by class teachers and SLT - PP trail established and shows that mainly Y6 (49pupils) pupil have benefited from targeted PP interventions. - Inference Midas group 3/18 (17%) - SPAG group -10/20 (50%) - Cheerleading for Y1-4 PP only subsidised by school - Maths breakfast club – 10/19 (53%) - Maths after school club – 6/13 (46%) - Reading Breakfast club – 28/51 (43%) - Saturday maths school – 10/18 (56%) - Saturday reading school - 11/24 (46%) - Writing after school club - 16/37 (43%) <p>Year 5 (49pupils)</p> <ul style="list-style-type: none"> - Saturday reading school - 13/31 (42%) 	<ul style="list-style-type: none"> • PP trail also shows that some children across the school have received interventions but more focus needs to be targeted on PP across the school 	
<p>Increase the number of PP children who meet and exceed end of year expectations across the school</p>	<ul style="list-style-type: none"> - Year group interventions established for R, W, M - Easter school - Additional teacher in Y6 	<p>EYFS</p> <ul style="list-style-type: none"> - PP children are slightly below non-PP at GLD – 53%/57% - PP progress is accelerated across all areas of the Curriculum 	<ul style="list-style-type: none"> • A greater number of all children need to reach ARE and GDS including PP. • All children including PP children need to make accelerated progress. • Continue to improve the quality of teaching and learning as a whole 	

	<ul style="list-style-type: none"> - Before and after school interventions – spelling, maths, reading - Music tuition for children - Free places on paid after school clubs - Free breakfast club places - Small group learning tuition - Y3/4 reading clubs 	<p>KS1</p> <p>Reading:</p> <ul style="list-style-type: none"> - PP attainment (49%) is broadly in line with all and non PP 55% (53%) at EXS - PP attainment is in line with all and non PP 3% (3%) at GDS <p>Writing:</p> <ul style="list-style-type: none"> - PP attainment is in line with all at (39%) and above non PP (non- 37%) at EXS - PP attainment is in line with all and non 0% (non- 0%) at GDS <p>Maths:</p> <ul style="list-style-type: none"> - PP attainment is slightly below (49%) all (55%) and non (non- 58%) at EXS PP attainment (9%) is above all (7%) and non (6%) at GDS <p>Progress:</p> <p>In year 2 PP children made slightly less progress than their peers.</p> <p>All groups made insufficient in writing and maths.</p> <p>Children made better progress than data shows as their starting points were inaccurate.</p> <p>KS2</p> <p>Reading:</p>	<ul style="list-style-type: none"> • Targeted interventions for PP children across the school • By the end of KS2 there is minimal gap a in relation to PP and non. The gap is bigger further down the school. This is due to historic poor teaching and lack of identification, tracking and support of the key group. More work has to be done in lower key stages to close the gaps in attainment.
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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)	Cost 9,250
Additional support for PP and EAL parents who have limited language skills/acquisition of the English language	<ul style="list-style-type: none"> - Appoint an EAL leader in the school to work with children and parents - Interpreters to support good communication with parents 	<ul style="list-style-type: none"> - Esol classes offered to PP families with some uptake - EAL leader appointed and trained ready for next year - Fresh start programme bought from RWI to support EAL/PP children 	<ul style="list-style-type: none"> • Continue to work with the outreach team to continue to identify and work with key families 	

	<ul style="list-style-type: none"> - Introduce coffee, cake and chat mornings for targeted parents in the EYFS/Y1 - ESOL classes working with the family outreach team 		
PP children have the same access to a rich range of experiences and opportunities as those from wealthier backgrounds	<ul style="list-style-type: none"> - Fund/part fund educational visits, enrichment activities, music lessons, clubs and breakfast and after school care - Work within the Edmonton Community Partnership to provide additional, fun opportunities for PP to get involved in - Targeted PP children attend Warwick University to raise aspirations Y5/Y6 - Introduce clubs run by outside agencies that develop different skills and opportunities 	<ul style="list-style-type: none"> - After school care subsidised for key families - Cheer leading club offered to PP and subsidised - Y6 Activity week subsidised by the school - New strategy for 2019-2020 for all clubs where first 10 places are held for PP children 	<ul style="list-style-type: none"> • School needs to be more engaged in the ECP next year to access greater opportunities for our PP children. • Advertise the music lessons more widely for all PP children
Improve attendance of children who are identified as persistently absent	<ul style="list-style-type: none"> - Rigorous monitoring of attendance by Education Welfare Officer - Regular notices in the newsletter which focus on year group attendance and the benefits of good attendance - Introduction of new attendance rewards and acknowledgements 	<ul style="list-style-type: none"> - PP children's attendance is 95.5% - This is above last year's national PP - Broadly in line with National all 	<ul style="list-style-type: none"> • Leaders to re-energise attendance within the school - weekly awards for class attendance and punctuality • breakfast club for PP children,