

Pupil Premium Termly Review - End of Autumn 2019

4. Intended outcomes (specific outcomes and how they will be)		Success criteria
A.	Improved outcomes for children eligible for PP in terms of attainment	Attainment matches or is improving towards national figures, where it is not currently.
B.	Improved outcomes for children eligible for PP in terms of progress.	All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children.
C.	Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.	All children understand how their brains work and they have strategies to support them in times of stress so that their well-being is good and they are able to learn effectively. (My Happy Mind, BLP, Growth Mindset, Meta-Cognition)
D.	Attendance rates increase for children eligible for PP	The number of absences and lates for children eligible for PP will be reduced and individual cases will be supported effectively.
E.	Children in receipt of PP funding have the same opportunities to receive an enriched learning experience	All children experience residential visits, learning visits and after-school clubs that enrich their learning experiences.
F.	To continue to close the gaps and increase the number of disadvantaged children gaining a 'Good level of development' (GLD) at the end of Foundation 2.	With a particular focus on disadvantaged boys, more disadvantaged children will meet GLD.
G.	To continue to increase the number of disadvantaged pupils in year 1 children reaching a good level of phonics development.	More children will meet the expectation in phonics assessment, thus increasing their chances of attaining in reading further up the school.

Current gap between dis and non-dis - Aut 2019

Reading		Writing		Maths	
-6 Sum	-6 Aut	-9 Sum	-12 Aut	-4 Sum	-4 Aut

Key areas of spending	Impacts	Key areas of spending	Impacts
Additional HLTA – To close achievement gap between PP and peers.	High –contributed to accelerated writing progress in 6 (93% exp, 7% above) 100% exp/ab and support for individual reading progress.	Reading Plus – Reading scheme. To support progress in years 4,5, and 6	High - Increased word per minute rate for all children. Fluency and comprehension scores also positive for many.
Speech and Language TA – To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum. Speech and Language Therapist	High – e.g supporting 12 children in Team Foundation. This has contributed to accelerated progress in Autumn term - 52% above exp progress in Wr and 45% in R 63 children are on whole school S&L register receiving regular targeted intervention.	Subsidising trips and excursion – To enable equal chance to life experiences and learning outside the classroom. Subsidising educational experiences to enhance learning and develop wider world understanding	High - All children have attended excursions and residential. This has enabled equality in enriched learning experiences and a broad and balanced curriculum.
Additional learning mentor - To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.	High – supporting the additional needs in team 6 in the mornings. This has supported accelerated writing progress in 6 (93% exp, 7% above) 100% exp/ab	My Happy Mind – Online mindfulness curriculum resource	High - Re-launch and re-trained staff. As a result, pupil knowledge of the mind and how to regulate it when required has increased. This has contributed to increased engagement and progress.
Three Teaching assistants - To provide Targeted intervention to close gaps.	Not evident in whole school attainment as yet but Positive progress for below ARE groups shown in data (SEN)	Breakfast Club - To encourage children to be in school on time and to provide children with a healthy start to the day with breakfast and a reading buddy.	High - Mini-bus collection and breakfast club have continued to prove invaluable for maintaining high attendance rates. We have disadvantaged absence rates below

Next steps

- **Monitoring of books for disadvantaged group – focus on writing**
- **Monitor regular reading provision and progress for disadvantaged**
- **Monitoring impact provision from PP provision document**
- **PP lead attending PP CWAC conference**
- **Review outcomes from structured conversations and parent evening**