



Pupil Premium Strategy 2019-20 & Impact of Allocation 2018-19

1. Summary information					
School	Childwall Church of England Primary School				
Academic Year	2019-20	Total PP budget	£36480	Date of most recent PP Review	July 2019
Total number of pupils	423	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2020

2.		3. Current attainment				
Attainment for: 2018-2019	Pupils eligible for PP (Childwall CE – 6 pupils)		All Childwall CE Y6 Pupils		Pupils not eligible for PP (Childwall CE – 53 pupils)	National Y6
	Expected +	Greater Depth	Expected +	Greater Depth	Expected +	Expected +
% achieving expected standard or above in RWM combined	50%	0%	78%	31%	81%	65%
% achieving expected standard or above in reading	67%	0%	86%	46%	88%	73%
% achieving expected standard or above in writing	50%	0%	85%	46%	88%	79%
% achieving expected standard or above in maths	67%	17%	86%	53%	88%	79%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional resilience
B.	Confidence in ambitions; low self-aspirations; opportunities for enrichment in learning
C.	Reading experiences and basic skills needing further development; other cognition & learning needs (19% of PP children on SEND register; 8% of non-PP children on SEND register)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance (in small number of families) – 15% of PP children persistently absent (<90% 18-19); 0.7% non-PP children PAs. 30% of PP children below 95% attendance 18-19; 12% non-PP pupils <95%)
E.	Lack of routine (sleep, food, homework,) Variable degree of home/school collaboration & support, compared to peers;
F.	Additional family needs – social, emotional, mental health issues (in some families)

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment of pupils in receipt of pupil premium will be in line with or closer to peers in school. More specifically, evidence of an increase in PP children attaining greater depth assessments where attainable	Difference in attainment percentages diminished in year groups throughout the school Evidence of targeted interventions to facilitate this
B.	Curriculum and extra-curricular enrichment – subsidy of individual and group opportunities planned to develop children's first hand experiences and enrich broader experience and aspirations	Children in receipt of pupil premium enabled to fully participate in residential visits, trips and enrichment activities, and access to chosen and targeted extra-curricular clubs and classes Identified pupils to receive individual/ small group music sessions to enhance school engagement and to enable music engagement that families might not be able to afford
C.	Development in pupils' resilience and positive mind-set relating to strengths and achievements of self and others	Children aware of progress and targets for improvement and the means to achieve them Children enthusiastic and undaunted by challenge Evidence of clear ethos throughout school of positive mindset and a confidence to 'have a go' without a fear of failure – see 'Thrive in 5' objectives on school strategic plan
D.	Development of increasingly robust procedures for monitoring and improving attendance.	School attendance above 97% target; difference between disadvantaged pupils and all other pupils diminished Children aware of and understanding necessity for excellent attendance to fulfil individual potential Parents/carers demonstrate commitment to achieving excellent/improved attendance, working in partnership with school

6. Planned expenditure

Academic year

2019/20

The headings below enable schools to demonstrate how they are using the 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?
% of children PP & non PP attaining ARE+ in Reading, Writing, Maths at KS2 sustained/increased	3 rd teacher employed in Y6 for 4 mornings per week	Benefit of smaller, mixed-ability class sizes. Increased opportunity for timely teacher intervention within class time. Availability of 1 teacher for targeted interventions during registration/classroom times	Teachers plan & evaluate together Outcomes monitored & moderated closely Pupils moved between groups if it's felt that different approach/mix would be beneficial	WM (HT) MC Phase Lead LD Pupil Premium Champion	Weekly – Planning meetings Termly – pupil progress meetings & data analysis Additional target setting meetings held with HT and Y6 teachers Termly positional statement shared & discussed with governors and LSIP
% of children leaving KS1 at ARE for reading increased. All children able to read independently upon entry to KS2	Reorganise, refresh and supplement guided reading and home reading provision and resources Ensure that all reading materials match required skills and requirements of current curriculum Ensure that materials and strategies cater for needs and preferences of all pupils, including SEND, Greater Depth, boys, reluctant readers	Apparent that sets of books for reading skills and home reading not always clearly available and stored correctly for ease of access and use Working party of staff identified that some resources had become dated and not in line with current curriculum expectations and/or school ethos and intent LSAs trained and supported to deliver precision teaching methods to children with specific need Provision of more small-group guided reading in class to be helped by a simple and straightforward resource	English lead, Phonics lead, Phase leads and curriculum lead DHT ensure materials are being used appropriately, in accordance with school policy – report to HT	LD – DHT Curriculum LF – Curr.Gov. CO, JP, MC, - phase leads DG – English lead PK – phonics lead LD DHT/Pupil Premium Champion	Termly pupil progress meetings discussing use and impact of materials and strategies Termly positional statement shared & discussed with governors Ongoing – monitoring meetings; subject lead & phase lead feedback; pupil progress data

<p>Enhanced opportunities & experiences provided for higher achieving pupils in maths & English</p>	<p>GD pupils (inc PP) selected for workshops/master-classes/challenge opportunities</p> <p>Investment in resources to challenge GD pupils</p> <p>Opportunities to compete/challenge individuals & teams eg) Primary Maths Challenge;</p>	<p>More able pupils thrive on challenge & achievement. Investing in targeted mastery curriculum resources enhances all pupils' learning, most specifically those PP pupils capable of attaining GD if challenged. Children encouraged to experience and aspire to achieve, developing resilience to persevere and rise to challenge.</p>	<p>Resources selected carefully to ensure higher level outcomes and enhanced learning experience</p> <p>Opportunities sought for children to enhance their learning in a range of fun, challenging ways eg) drama/writing workshops; educational visits; links with universities & high schools</p>	<p>Maths & English subject leads</p> <p>SLT</p> <p>LD –PP Champion</p>	<p>Impact & future initiatives discussed at termly pupil progress meetings</p> <p>Termly positional statement shared & discussed with governors</p>
<p>Enhanced opportunities for children in EYFS to develop and demonstrate criteria for expected and exceeding, specifically in response to low levels of phonics on entry</p>	<p>Investment in resources to challenge pupils (inc. PP)</p> <p>Refining of assessment practices to potentially tip non-traditional assessment areas for exceeding into comparable strengths – training required</p> <p>Development of curriculum opportunities to develop independent problem solving and reasoning skills</p>	<p>EYFS generally a strength in recent years. No areas spiking for dips but much discussion with LSIP surrounding developing assessment opportunities to capture strengths.</p>	<p>Teachers and team plan & evaluate together</p> <p>Outcomes monitored & moderated closely</p> <p>Staff working in partnership with other schools to share good practice and seek opportunities to enhance provision.</p> <p>Resources used creatively and effectively to provide opportunities for children to meet exceeding criteria,</p>	<p>EYFS staff, led by CO phase lead</p> <p>LD – PP Champion</p>	<p>Reviewed constantly in planning meetings</p> <p>Impact & future initiatives discussed at termly pupil progress meetings</p> <p>Termly positional statement shared & discussed with governors</p>

<p>Focus upon positive well-being and mental health for the entire school community</p>	<p>Whole school initiative 'Thrive in 5' - Develop shared language and understanding to enhance mindset and self-esteem</p> <p>Continuation of Daily Mile initiative for all pupils</p> <p>Development of pupil well-being ambassadors and physical activity/structured play leaders (pupils and LSAs)</p> <p>Enhanced extra-curricular provision – lunchtime, after-school clubs, music opportunities</p> <p>Development of curriculum beyond the classroom</p>	<p>Children's mind-set, self-esteem and aspirations are influential upon their academic and social outcomes.</p> <p>Some of our children need guidance to develop self-belief and resilience to enhance their own outcomes and some need guidance to understand the impact they have on others</p> <p>A small number of pupils eligible for pupil premium have missed time at school due to concerns over friendships/social groups/ lack of confidence over own achievements</p>	<p>Use of pupil voice – feedback from children (and parents)</p> <p>Targeted interventions with specific pupils (case studies)</p> <p>Monitoring by well-being team, class teachers and phase leaders – reported to SLT</p> <p>Monitoring of participation and engagement in provision – Children's University registers</p>	<p>CO'S & JP – well-being team;</p> <p>Phase leaders</p> <p>LD – PP champion</p>	<p>'Thrive in 5' initiative & language embedded in all interactions</p> <p>Well-being team plan together and share observations & initiatives with school team throughout the year</p> <p>Team contribute to termly Vision & Values Governor meetings</p> <p>Learning Walk – Vision & Values committee – Spring Term</p>
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ii. 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?
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<p>Access to learning opportunities and experiences to enhance & broaden school & wider curriculum</p>	<p>Support for school trips & residential visits Music (instrumental) lessons for gifted individuals in receipt of PP Specific children in receipt of pupil premium targeted for individual/group sessions with school music specialist Free after-school sports sessions (including those that are parent-payable for non-PP children) University workshops to enhance curriculum opportunities PP pupils specifically targeted for inclusion in lunchtime extra-curricular clubs & groups specific to interests/identified talents</p>	<p>Maximise engagement of pupils – ensure interesting & aspirational opportunities & activities to enhance learning outcomes of disadvantaged pupils and encourage them in greater attendance and engagement; Encourage discovery/development of talents & strengths (e.g. musical, sporting, artistic) Encourage participation in wider life of the school, particularly for those pupils in receipt of pupil premium whose attendance is poor.</p>	<p>Intended outcomes considered at the planning stage Pupil voice sought – encourage feedback from activities and suggestions from pupils about what they feel would enhance their learning/school experience. Develop links with school vision, Christian values & British values. Evaluate thoroughly to ensure positive future learning outcomes Consult with parents</p>	<p>WM (HT) LD – PP Champion KW – music specialist Class teachers – signpost recommendations</p>	<p>Ongoing as opportunities arise/are planned for Enrichment opportunities included in headteacher's report to governors Pupil Premium Champion track individual provision & impact termly</p>
<p>Development of increasingly robust procedures for monitoring and improving attendance.</p>	<p>Attendance data scrutinised weekly by HT; HT liaises with parents personally where specific concerns Additional EWO time paid for by PP, if required, to specifically target PP children who are/at risk of PA Small number of families supported in ensuring children attend school regularly – staff collect children if necessary</p>	<p>Attainment is strongly linked to attendance. Our school has low numbers of PA but some of the small number of families are in receipt of PP and it is essential that robust actions are taken to break/avoid this cycle of non-attendance/lower outcomes - 15% of PP children persistently absent (<90% 18-19); 0.7% non-PP children PAs. 30% of PP children below 95% attendance 18-19; 12% non-PP pupils <95%) Linked concerns relating to pupil attendance and pupil emotional well-being</p>	<p>Careful scrutiny of attendance figures Timely dialogue with parents, identifying problems and offering support Robust first day response procedures for absences Careful monitoring of individuals Direct emotional and practical support to individual pupils (and parents/carers) where required to ensure increased attendance</p>	<p>WM (HT) Class teachers to inform HT when specific children are absent Office staff – 1st day response</p>	<p>Weekly scrutiny of attendance data Half termly meetings with EWO Termly meeting with safeguarding governor Specific EHAT targets where applicable Data & actions shared with governors termly</p>

Additional support for specific pupils to ensure strong progress (according to specific need)	<p>1 to 1 and/or additional small group learning support for pupils in receipt of pupil premium funding who are not attaining ARE and/or meeting their own expected potential</p> <p>Expert external support sought and funded where appropriate/beneficial (eg Ed. Psych, CAMHS, Seedlings programme, dyslexia sessions)</p>	<p>Increased opportunity for pupil/adult early intervention</p> <p>Benefit of targeted interventions</p> <p>Individualised learning programme and specific equipment for minority of children in receipt of pupil premium who require this</p>	<p>Impact monitored and evaluated (class teachers and SLT)</p> <p>SENCO reviews</p> <p>EHAT reviews (where appropriate)</p>	<p>SENCO</p> <p>WM (HT)</p> <p>LD – PP Champion</p>	<p>Intervention provision mapping (half-termly or more frequent if required)</p> <p>Pupil progress meetings</p> <p>Termly reviews</p> <p>EHAT reviews</p>
				Total Budgeted Cost: £ 36 580	

7. Review of expenditure 2018-19

Previous Academic Year	2018-19 £36 480
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Evaluated impact:	Lessons learned	Cost
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<p>% of children PP & non PP attaining ARE+ in Reading, Writing, Maths at End KS2 sustained/increased</p>	<p>3rd teacher employed in Y6 for 4 mornings per week</p>	<p>All children in year group, including disadvantaged pupils (7 pupils), benefitted from smaller class sizes for maths and English learning, with end of year results showing strong progress.</p> <table border="1" data-bbox="672 223 1209 654"> <thead> <tr> <th colspan="4">Comparison End Y5 NFER (2018)/End Y6 SATs (2019)</th> </tr> <tr> <th></th> <th>Reading</th> <th>GP &S</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>End Y5 - securely on line for expected standard</td> <td>87% PP (40%)</td> <td>82% PP (40%)</td> <td>83% PP (40%)</td> </tr> <tr> <td>End Y5 – Greater Depth</td> <td>45% PP = 20%</td> <td>23% PP = 0%</td> <td>47% PP = 20%</td> </tr> <tr> <td>Year 6 SATs Expected Standard</td> <td>86% PP (71%)</td> <td>90% PP (86%)</td> <td>86% PP (71%)</td> </tr> <tr> <td>Year 6 SATs – Greater Depth</td> <td>46% PP = 14%</td> <td>59% PP = 29%</td> <td>53% PP (29%)</td> </tr> </tbody> </table>	Comparison End Y5 NFER (2018)/End Y6 SATs (2019)					Reading	GP &S	Maths	End Y5 - securely on line for expected standard	87% PP (40%)	82% PP (40%)	83% PP (40%)	End Y5 – Greater Depth	45% PP = 20%	23% PP = 0%	47% PP = 20%	Year 6 SATs Expected Standard	86% PP (71%)	90% PP (86%)	86% PP (71%)	Year 6 SATs – Greater Depth	46% PP = 14%	59% PP = 29%	53% PP (29%)	<p>Positive impact of all teachers planning and evaluating lessons together on a daily basis Additional adult support used flexibly – mostly to ensure 3 smaller classes but, at times, to target intervention towards smaller specific cohorts Early intervention and targeting of pupils not on line to make expected individual progress is essential (robust tracking sheets and venn diagrams enabled timely targeting)</p> <p>Y6 SATs Average Scale Score 2019: Reading 107.8 Maths 108.8 G, P & S 110.6</p> <p>High Impact – continue allocation next year.</p> <p>Following success of strategy from review of greater depth maths provision (see school strategic plan 18-19), intent to continue GD maths practice on Day 5 (HT support)</p>	<p>£19460</p>
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<p>% of children leaving KS1 at ARE for reading increased. All children able to read independently upon entry to KS2</p>	<p>(Intended Action/Approach) Employment of additional KS1 teacher (trained in reading recovery) working in Year 1 (part-time)</p> <p>Reading materials reviewed and replaced</p>	<p>Plan to utilise reading recovery teacher in Year 1 had to be adapted due to long term sickness and eventual retirement. Instead, greater collaboration took place between EYFS specialist teachers (phase leader and phonics leader) who worked closely with KS1 teachers and LSAs – training, sharing good practice, continuously evaluating impact of phonics and reading strategies and interventions.</p> <p>Year 1 Outcomes – 83% at Expected Standard in Reading at end of year; 48% assessed at Greater Depth (Cohort previously assessed in EYFS 73.3% GLD) Year 1 Phonics 87% Ave. Score 36.85</p> <p>Year 2 Outcomes - 87% at Expected Standard in Reading at end of year; 32% assessed at Greater Depth (Cohort previously assessed 71.7% GLD) This marked an increase for the same cohort from 75% teacher assessed ARE end Y1 (72% attaining phonic threshold score). Year 2 Phonics 54.5% of pupils who were retested attained phonics threshold – (remaining 5 pupils all on SEND register and have individual profile targets for reading and individualised precision-teach programme.).</p> <p>87% of pupils attained expected standard in reading at end KS1 (38% assessed at greater depth). This marked an increase for the same cohort from 75% teacher assessed ARE end Y1</p>	<p>Dedicated daily phonics learning activities essential throughout key stage , having high impact on children’s learning and independence in reading</p> <p>Importance of closely monitoring progress of specific cohorts and adapting practice accordingly – release time for staff to work collaboratively (especially NQT)</p> <p>Importance of ensuring that reading resources are selected for specific purpose and include thorough coverage of all requirements of current curriculum – closely monitored by lead staff. Older reading schemes replaced with more appropriate reading materials to engage the children. Continue to replace/update reading materials 2019-20</p> <p>Increased use of Reading Boxes and ‘Cracking Comprehension’ resources in Y2 had strong impact on children’s understanding and subsequent assessment results.</p> <p>High Impact: Continued investment in newer reading materials to continue.</p>	<p>£899</p> <p>Y2 Storybarn activity day – £540</p>
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<p>Enhanced opportunities & experiences provided for higher achieving pupils in maths & English</p>	<p>GD pupils (inc PP) selected for workshops/master-classes</p> <p>Investment in resources to challenge GD pupils</p> <p>Opportunities to compete/challenge individuals & teams eg) Primary Maths Challenge; UKMT competitions (transport)</p> <p>Storyteller Visit – whole school benefitted – engage children creatively in story design</p>	<p>Year 5 & 6 higher-achieving pupils (including PP) benefitted from poetry master-class with published children’s author (Jennifer Killick) – pupil feedback very positive and class teachers reported positive impact on in-class writing</p> <p>Whole school assembly – Children’s Author (Y1-6 PP)</p> <p>GD resources purchased throughout school for both English & maths – Maths SL & class teachers report that these have had a positive impact.</p> <table border="1" data-bbox="674 363 1211 587"> <thead> <tr> <th colspan="4">% of pupils assessed at Greater Depth July 2019</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>48%</td> <td>23%</td> <td>33%</td> </tr> <tr> <td>Year 2</td> <td>32%</td> <td>17%</td> <td>23%</td> </tr> <tr> <td>Year 3</td> <td>46%</td> <td>38%</td> <td>27%</td> </tr> <tr> <td>Year 4</td> <td>45%</td> <td>28%</td> <td>23%</td> </tr> <tr> <td>Year 5</td> <td>39%</td> <td>26%</td> <td>39%</td> </tr> <tr> <td>Year 6</td> <td>46%</td> <td>46%</td> <td>53%</td> </tr> </tbody> </table> <p>Disadvantaged pupils included in Greater Depth data in Years 3, 5 & 6</p> <p>10 Y5 & 6 pupils took part in Primary Maths Challenge, with 2 Year 6 pupils progressing to final stages.</p> <p>Year 5 team participated in North West UKMT Maths Challenge Competition</p> <p>All pupils, including PP, engaged in immersive, story-telling process. Feedback from children, staff & parents extremely positive</p>	% of pupils assessed at Greater Depth July 2019					Reading	Writing	Maths	Year 1	48%	23%	33%	Year 2	32%	17%	23%	Year 3	46%	38%	27%	Year 4	45%	28%	23%	Year 5	39%	26%	39%	Year 6	46%	46%	53%	<p>Further opportunities to be sought to enhance learning opportunities and experiences for higher achieving pupils, ensuring engagement and commitment to learning and progress.</p> <p>Foundation subject leaders pursuing opportunities to extend greater depth learning, in line with that offered for English & maths</p> <p>Subject Leaders to repeat training for those teachers who were not here last year or did not make fully effective use of resources – intent to replicate positive outcomes in those year groups where used effectively and systematically – to be monitored by SLT.</p> <p>Pupils value opportunities to compete and attain against peers from other schools.</p> <p>Children benefit from creative, immersive approach to curriculum enhancement. High impact on children’s enthusiasm and enjoyment of learning – would repeat.</p>	<p>Author £360</p> <p>Contribution to curriculum resources - £1879</p> <p>Transport UKMT £40</p> <p>Storyteller £300</p>
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<p>Enhanced opportunities for children in EYFS to develop and demonstrate criteria for exceeding, specifically in Shape, Space & Measures</p>	<p>Investment in resources to challenge pupils (inc. PP)</p> <p>Partnership work with other schools to identify criteria and strategies towards attaining exceeding in SSM</p> <p>Development of curriculum opportunities to develop independent problem solving and reasoning skills</p>	<p>Increase in GLD to 76.7% - year on year rise – increase of 5% since 2017.</p> <p>3 year trend of increase in average points score – 36.3 in 2019 – 3.1 pt rise since 2017</p> <p>SSM exceeding scores matched those in number for first time (18.6%)</p>	<p>Strength in teachers and team planning & evaluate together Outcomes monitored & moderated closely</p> <p>Staff working in partnership with other schools to share good practice and seek opportunities to enhance provision.</p> <p>Resources used creatively and effectively to provide opportunities for children to meet exceeding criteria, particularly in SSM.</p>	<p>£ 1500</p>
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<p>Focus upon positive well-being and mental health for the entire school community</p>	<p>Introduction of 'Thrive in 5' programme into school</p> <p>Investment in Daily Mile Track and introduction of programme into school</p> <p>Ensure extra-curricular offer (lunchtimes & after school) accessible to all, and responsive to children's needs, interests & aspirations</p>	<p>'Thrive in 5' language and ethos embedded into all aspects of school life</p> <p>Pupil Well-Being Questionnaires demonstrate impact of programme</p> <p>Well-Being Ambassador Roles introduced into school (see well-being lead report)</p> <p>Daily Mile introduced to whole school on first day in September – has become firmly embedded as a whole-school daily activity, with staff, pupils & parents responding positively</p> <p>Working relationship with Happy Hedgehog Sports remains very positive, allowing children to experience a wide range of sporting opportunities, with all pupils given opportunity to access 12 hours of school-funded sports provision after school in each academic year (additional funding available if children in receipt of pupil premium funding)</p> <p>Lunch time activity provision extremely popular, with opportunities for all pupils from Y1-6 during week.</p> <p>Vulnerable pupils strongly supported through lunchtime provision with marked reduction in lunchtime behaviour incidents and subsequent upset and lost learning</p>	<p>Children enthusiastic and undaunted by challenge</p> <p>Evidence of clear ethos throughout school of positive mindset and a confidence to 'have a go' without a fear of failure</p> <p>High Impact – Thrive in 5 programme to be continued and developed further 19-20; increased work with parents and specific target pupils</p>	<p>Consultant INSET training £750</p> <p>Graffiti Art Project – container slogan £1000</p> <p>Contribution to resourcing extra curricular clubs £200</p> <p>Staffing for lunchtime clubs £4086</p>
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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
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<p>Access to learning opportunities and experiences to enhance & broaden school & wider curriculum</p>	<p>Support for school trips & residential visits</p> <ul style="list-style-type: none"> • Y6 Residential – PGL • Y4 Residential – Colomendy • Y2 Residential - Barnstondale • Y4 Jorvik Centre – 1 pupil • Y1 Museum trip – 1 pupil <p>Extra-curricular lunchtime clubs and activities: lego, jigsaw, chess, mindfulness colouring, puzzle, craft, gardening</p> <p>Free after-school sports sessions</p> <p>Sign language sessions for pupils Y3-5</p> <p>Educational Psychologist Visit & Report</p>	<p>All disadvantaged pupils (Years 2, 4 & 6) able to attend and fully engage in residential trips</p> <p>Pupil Premium funding used to subsidise and fund disadvantaged pupils on several trips, ensuring that sufficient funds meant the trip could go ahead for all pupils</p> <p>27 pupils currently in receipt of pupil premium. All 27 pupils attained credits towards Children’s University graduation as a result of additional extra-curricular activities provided. Of these, 6 attained bronze award and a further 7 attained silver award.</p> <p>Disadvantaged pupils able to access after-school sports provision, some of which is only available to peers at a charge.</p> <p>Ed Psych.visit and report funded for pupil in receipt of pupil premium to identify specific barriers to learning and plan recommended curriculum adaptations to maximise her learning.</p>	<p>Further opportunities to be sought to enhance learning opportunities and experiences for disadvantaged pupils, ensuring engagement and commitment to learning and progress</p> <p>Class teachers asked to identify/target specific activities for specific children according to knowledge of skills/preferences.</p> <p>2019-20 – intend to develop greater involvement of parents in signposting pupils to specific activities and directing allocation of resources for broader development</p>	<p>Subsidy of trips: £1075</p> <p>Sports £144</p> <p>£200 donation to HANDS</p> <p>£300 Educational Psychologist</p>
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<p>Development of increasingly robust procedures for monitoring and improving attendance.</p>	<p>Attendance data scrutinised weekly by HT Half-termly meeting with EWO to discuss causes for concern/actions relating to PAs as appropriate. Additional EWO time paid for by PP to specifically target PP children who are/at risk of PA</p>	<p>7 disadvantaged pupils from 4 families of particular concern relating to school attendance – targeted support with EWO guidance & advice 2018-19 School attendance: PP – 94.95% Non-PP – 97.7% (Difference 2.75%) 2017-18 (-2%) 2016-17 (-2.5%)</p> <p>2018-19 11% of PP children classed as persistent absentees (<90% attendance) 2017-18 0% of PP children classed as persistent absentees (<90% attendance) 2016-17 37.5% of PP children classed as persistent absentees (<90% attendance)</p>	<p>Timely first day response is essential for all pupils without an appropriate reported reason for absence – clear procedure in place – high impact</p> <p>Timely interventions with parents can be extremely effective in improving attendance of persistent absentees in the short-term – however, this may need to be repeated frequently with a minority of families</p> <p>Individual bespoke approach works with individual families – essential that parents feel supported and recognise that school are actively working with them to ensure children attend regularly – high impact</p> <p>Involvement of EWO has a measureable impact, if only in short-term – needs constant review</p>	<p>£192</p>
<p>Close the Gap in reading and spelling with specific child at substantial risk of delay</p>	<p>One to one phonics and reading sessions with specialist dyslexia teacher</p>	<p>Pupil has increased significantly in confidence. Reading high frequency words with increased fluency (Case study available)</p>	<p>Sessions proving to be beneficial with marked impact; continue into next academic year</p>	<p>£657.50</p>
<p>Enhance cultural capital in disadvantaged pupils</p>	<p>Specific children in receipt of pupil premium targeted for individual/group sessions with school music specialist</p>	<p>See individual reports</p>	<p>Several of the pupils identified are on both PP and SEND register. Music sessions have combined benefit of 1 to 1 or small group focus on individual pupils, using music activities and tasks as a vehicle for developing other skills – oracy, counting, small and gross motor skills (see individual programmes and planning)</p> <p>High Impact – continue into next year, with adaptations</p>	<p>£2898</p>