



Pupil premium grant expenditure: Worsbrough Common Primary School Report to Parents: Expenditure 2017 to Present

Overview of the school

As outlined in the pupil premium policy the spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers.

This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Pupil premium is spent according to need and does not mean that each pupil receives direct funding.

The Pupil Premium Governor for Worsbrough Common Primary School is: IEB members

Number of pupils and pupil premium grant (PPG) received – 2019/2020 (estimated)	
Total number of pupils on roll	398
Total number of pupils eligible for PPG	170
Total amount of PPG received	235400

Number of pupils and pupil premium grant (PPG) received – 2018/2019	
Total number of pupils on roll	384
Total number of pupils eligible for PPG	186
Total amount of PPG received	255920
Number of pupils and pupil premium grant (PPG) received – 2017/2018	
Total number of pupils on roll	442
Total number of pupils eligible for PPG	157
Total amount of PPG received	239646.80

Previous performance of disadvantaged pupils in EYFS (pupils eligible for free school meals or in local authority care for at least six months)									
EYFS	2016/17			2017/18			2018/19		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of pupils achieving GLD	64%	70%	-6%	77%	71.5%	+6%	53%	71.7%	-18.7%

Previous performance of disadvantaged pupils in Phonics (Y1) (pupils eligible for free school meals or in local authority care for at least six months)									
Phonics	2016/17			2017/18			2018/19		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of achieving Phonics pass	41%	81%	-40%	75%	82.6%	-7.6%	80%	82%	-2%

Previous performance of disadvantaged pupils in Phonics (Y2)
(pupils eligible for free school meals or in local authority care for at least six months)

Phonics	2016/17			2017/18			2018/19		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of achieving Phonics pass	62%	92%	-30%	44%	92%	48%	84%		

Previous performance of disadvantaged pupils in KS1 SATs
(pupils eligible for free school meals or in local authority care for at least six months)

KS1 SATS	2016/17			2017/18			2018/19		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap
% at National Standard in Reading	63%	76%	-13%	44%	75.5%	-31.5%	59%	75%	-16%
% at National Standard in Writing	60%	68%	-8%	26%	70%	-44%	53%	69%	-16%
% at National Standard in Maths	63%	75%	-12%	59%	76%	-17%	71%	76%	-5%

Previous performance of disadvantaged pupils in KS2 SATs
(pupils eligible for free school meals or in local authority care for at least six months)

KS2 SATS	2016/17			2017/18			2018/19		
	Disadvantaged	National	Gap	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap
% at National Standard in Reading	57%	71%	-14%	36%	75%	-39%	42%	73%	-31%
% at National Standard in Writing	43%	76%	-33%	59%	78%	-19%	66%	78%	-12%
% at National Standard in Maths	64%	75%	-11%	41%	76%	-35%	68%	79%	-11%
% at National Standard in GPS	43%	77%	-34%	27%	78%	-51%	42%	78%	-36%

Planned PPG spending by item/project 2019-20					
Item/project	Objective/Aim	Monitoring Impact	Linked research	Costs (approx.)	Percentage of total spend

<p>Additional Y6 teacher- Cohort data shows inconsistencies in ARE across KS2 particularly in Reading & writing and although the gap is closing PP children do not attain as well as non PP children.</p> <p>2018-2019 data shows a gap of -17.9% between school and national in RWM combined.</p>	<p>Additional teacher in KS2 to create 2 form entry and 8 classes. This reduction in class sizes will be used to support quality first wave 1 teaching with clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in reading & writing.</p> <p>Target RWM- 64% All teaching to be good or better. Vast majority of pupils makes expected progress of better</p>	<p>Autumn: High quality teaching is identified in lesson observations with lessons graded as good or better. Work scrutiny includes PP children and books evidence progress.</p> <p>Spring High quality teaching is identified in lesson observations with lessons graded as good or better. Work scrutiny includes PP children and books evidence progress.</p> <p>Summer RWM for whole cohort combined is 63% . This shows a 44% gap between PP and non PP however it is important to note that 39% of this group are also SEN with specific needs. 70% of this group are boys and 30% are girls. This does however show an increase in the number of PP children at ARE compared to the end of year 5.</p> <table border="1" data-bbox="770 959 1211 1110"> <thead> <tr> <th></th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>56%</td> </tr> <tr> <td>Maths</td> <td>43%</td> <td>56%</td> </tr> </tbody> </table>		Y5	Y6	Reading	48%	52%	Writing	43%	56%	Maths	43%	56%	<p>Key principle 1 – Quality Teaching helps every child</p> <p>Smaller class sizer will support children to have more access to quality teaching. The additional teacher will reduce class size from 36 to 18.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>£44706</p>	<p>19%</p>
	Y5	Y6															
Reading	48%	52%															
Writing	43%	56%															
Maths	43%	56%															

<p>Additional Teacher to support the development of teaching and learning across school</p>	<p>Additional teacher will be used to support and model high quality first wave 1 teaching across school to ensure teaching is at least good. There will be a clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in reading & writing.</p> <p>All teaching to be good or better. Vast majority of pupils makes expected progress of better</p>	<p>By Spring term 70% of teaching was graded as good or better. Works scrutinites focus on PP children and evidence good progress in books.</p>	<p>Key principle 1 – Quality Teaching helps every child</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>£41657</p>	<p>18%</p>
<p>NQT support-</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing.</p>	<p>½ day fortnightly focused CPD for 4 NQTS to support early career development and develop quality of teaching and learning.</p> <p>Support sessions to be run by director support and SLT to address whole school issues and points of development identified at through monitoring.</p> <p>Overall effectiveness of NQTS to be good or better</p>	<p>Autumn NQT’s attend support sessions and work alongside director of T&L. Monitoring demonstrates 3 NQTS graded as RI at this stage, 1 NQT graded as good.</p> <p>Spring- 1 NQT commenced Mat leave. NQT’s attend support sessions ad work alongside director of T&L.</p> <p>Monitoring demonstrates overall effectiveness of 3 NQT’s to be good or better.</p> <p>Summer</p>	<p>Key principle 1 – Quality Teaching helps every child</p>	<p>£6000</p>	<p>2.5%</p>

<p>Additional TA in KS2 - Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing. To be able to deliver targeted intervention and support.</p>	<p>TA support in KS2 to improve outcomes in reading and writing through modelled and supportive practice.</p> <p>Targeted TA support in UKS2 to identify and provide targeted Wave 1 support to ensure a greater number of children achieve GDS.</p> <p>All children targeted make at least expected progress and the gap between PP and non pp is narrowing.</p>	<p>Autumn Reading and writing interventions are in place and PP pupils targeted and identified. Observations demonstrate that these are high quality.</p> <p>Spring Reading and writing interventions are in place and PP pupils targeted and identified. Observations demonstrate that these are high quality.</p> <p>Summer 17% of PP children achieved GDS in Reading 4% in writing Both of these show an increase on the previous year</p>	<p>Key Principle 2 – Targeted academic support.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p>	<p>£18888</p>	<p>8%</p>
<p>Additional TA in KS1 - Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading, writing and maths.</p>	<p>TA support in KS1 to improve outcomes in reading through modelled and supportive practice.</p> <p>TA to provide specific targeted support and interventions to improve outcomes.</p> <p>Target R- 79% All children targeted to make at least expected progress and the gap between PP and non pp is narrowing.</p>	<p>Autumn Reading interventions are in place and PP children are identified and targeted.</p> <p>Spring Reading interventions are in place and PP children are identified and targeted. Some teaching assistants attended specific CPD around reading/phonics.</p> <p>Summer There is still a gap between PP and non PP achieving ARE in Reading at KS1 however this is narrowing (non PP 66%, PP 52%) and it is important to note 22% of the PP group are EAL.</p>	<p>Key Principle 2 – Targeted academic support.</p> <p>Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p>	<p>£18888</p>	<p>8%</p>

		17% of PP achieved GDS in comparison to 14% non PP.			
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<p>Boosters- KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment and progress remains significantly below National. Boosters will ensure attainment closes the gap to National levels. The progress that disadvantaged/SEND pupils make is identified as 'below average' or 'well below average' over time. (reading and maths)</p>	<p>Additional support to Y6 pupil premium children in reading, writing maths and SPAG. 2 x 1 hour per week for 8 adults October to May 2020.</p> <p>Target RWM- 64%</p>	<p>Autumn All children targeted attended weekly boosters.</p> <p>Spring All children targeted attended weekly boosters.</p> <p>Summer RWM combined is 63% . This shows a 44% gap between PP and non PP however it is important to note that 39% of this group are also SEN with specific needs. 70% of this group are boys and 30% are girls. This does however show an increase in the number of PP children at ARE compared to the end of year 5.</p> <table border="1" data-bbox="770 847 1211 999"> <thead> <tr> <th></th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>56%</td> </tr> <tr> <td>Maths</td> <td>43%</td> <td>56%</td> </tr> </tbody> </table>		Y5	Y6	Reading	48%	52%	Writing	43%	56%	Maths	43%	56%	<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>£1280</p>	<p>0.5%</p>
	Y5	Y6															
Reading	48%	52%															
Writing	43%	56%															
Maths	43%	56%															
<p>Attendance officer & EWO support - Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National.</p>	<p>Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p>	<p>Autumn Role of attendance officer is clearly established. Attendance officer is aware of PP children and high expectations are in place in terms of attendance and punctuality. Reward systems are in place and children respond well. Attendance is high profile on newsletter, social media etc. Monthly attendance meetings in place and rigorous monitoring is in place.</p>	<p>Key Principle 3 – Wider Strategies</p> <p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p>	<p>£21569</p>	<p>9%</p>												

	<p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Home visits to take place as required from monthly meeting</p> <p>Targeted support from EWO for families struggling with attendance</p> <p>Licence cost for CPOMS to monitor and support attendance</p> <p>CPD for teaching staff with regard to prompt action in persistent absence through CPOMS</p> <p>All disadvantaged children meet school attendance expectations Disadvantaged children are arriving to school on time.GAP between PP and Non attendance is narrowing closing the gap.</p>	<p>Targeted EWO and Home visits take place. CPOMS is used by all staff to highlight concerns around attendance. Whole school attendance for Autumn Term 95.4% PP 95.73% Non PP 95.05%</p> <p>Spring Attendance officer is aware of PP children and high expectations are in place in terms of attendance and punctuality. Reward systems are in place and children respond well. Attendance is high profile on newsletter, social media etc. Monthly attendance meetings in place and rigorous monitoring is in place. Targeted EWO and Home visits take place. CPOMS is used by all staff to highlight concerns around attendance. PP 93.5% 181 pupils Non PP 96.5% 246 pupils</p> <p>Summer</p>			
<p>Training and resources to support phonics and early reading- GLD remains below national. The proportion of pupils</p>	<p>With support from the English Hub to ensure phonics teaching is at least good consistently across EYFS and KS1.</p>	<p>Autumn Approach to teaching of Early Reading and phonics is reviewed and adapted. Staff CPD taken place to disseminate. Deep Dive into Early Reading identifies strengths beginning to show.</p>	<p>Key principle 1 – Quality Teaching helps every child</p> <p>Evidence suggests that when new approaches are introduced, high quality training and professional development</p>	<p>£7000</p>	<p>3%</p>

<p>reaching the expected standard in reading is below national.</p> <p>2018-2019 data shows a gap between PP and Non GLD for last year 14%.</p>	<p>To ensure the gap to national for phonics and reading attainment at EYFS and KS1 is narrowed.</p>	<p>Spring External Letters and Sounds CPD has taken place. Observations and work with SLE from English hub demonstrates a more consistent approach is now in place. PP children are identified and daily “keep up” sessions are in place. Use of decodable reading books is embedded.</p> <p>Summer</p>	<p>is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>		
<p>CPD for teachers- Teaching across school is inconsistent and a large proportion not yet good.</p>	<p>RQT programme £450 x 2, £200 plus cover – 12 days x 180 - £2160 HCPS/WGPS cohort teaching & learning network –cover costs (7 x 1.5 days)-£1890 NQT’s Tykes teaching school alliance program x 4 plus cover – 20 days x 180 - £3600 Team Teach Training x 6 staff = £300 Identified CPD programme through tykes teaching school.</p>	<p>Autumn All staff have access targeted CPD internally and through Tykes and director support. Whole school Literacy Tree training INSET day has taken place with a focus on the use of high quality texts to teach Literacy and links to Gather/Skills/Apply. Work Scrutiny evidences high quality Literacy outcomes and a clear teaching sequence for writing linked to this. 70 of teaching is good or better</p> <p>Spring Staff have access to further CPD. Lesson observations and work scrutiny</p>	<p>Key principle 1 – Quality Teaching helps every child</p> <p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>£9450</p>	<p>4%</p>

	<p>Literacy Tree Training and subscription</p> <p>All teaching to be good or better. Vast majority of pupils makes expected progress of better</p>	<p>demonstrates 70% of teaching is good or better.</p> <p>External School review identifies progress the school has made since previous inspection</p> <p>Summer</p>			
<p>Residential visits Subsidised Trip funding</p>	<p>Opportunities for pupils eligible for pupil premium to take part in residential experiences and school trips</p>	<p>Autumn</p> <p>All children accessed school visits linked to curriculum areas in order to enhance learning.</p> <p>56.25% of pupils who accessed Robin Wood were PP.</p> <p>Spring</p> <p>All children accessed school visits linked to curriculum areas in order to enhance learning.</p> <p>Summer</p>	<p>Key Principle 3 – Wider Strategies</p> <p>Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation</p>	<p>£7000</p>	<p>3%</p>
<p>Breakfast club and after school provision</p>	<p>Giving the children opportunity to attend breakfast club and after school clubs at a subsidised rate.</p>	<p>Autumn</p> <p>PP children targeted to attend breakfast club at subsidised rate. This led to increase in attendance/punctuality and parental engagement.</p> <p>Spring</p> <p>Breakfast club numbers increased due to success as a result extra staff employed and walking bus established targeting PP. This led to increase in attendance/punctuality and parental engagement.</p>	<p>Key Principle 3 – Wider Strategies</p> <p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/resourcels/teaching-learning-toolkit/social</p>	<p>£7941</p>	<p>3.3%</p>

		Summer			
Learning mentor role to support and identify EHA for families- Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.	To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy and thrive). To run Thrive family sessions to support parenting.	Autumn Learning mentor roles established and roles and responsibilities defined. PP families for learning mentors to support.	Key Principle 3 – Wider Strategies Evidence to suggest that <i>personalised</i> support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	£28528	12%
		Spring 15 children (8 families) EHA 12 children (8 families) CIN 9 children (7 families) CP 3 children LAC 17 children (10 families) SGO 2 children RO Learning mentor role crucial in supporting Wellbeing principal with caseload.			
		Summer 16 children (11 families) EHA 13 children (8 families) CIN 10 children (8 families) CP 2 children LAC 17 children (10 families) SGO 2 children RO 2 CAO Learning mentor role crucial in supporting Wellbeing principal with caseload.			
Staff CPD to develop teaching of reading across school.	High quality CPD on LIRA reading approach to be delivered and embedded into	Autumn Teaching of Reading comprehension through LIRA introduced and disseminated across school. All staff have	Key principle 1 – Quality Teaching helps every child	£6000	2.5%

<p>Low progress measure at the end of KS2 and monitoring from 2018 2019 suggests a need for a consistent approach to the teaching of reading comprehension throughout school.</p>	<p>practice consistently across the school.</p> <p>Invest in class book sets to support the new reading approach (LIRA)</p> <p>All disadvantaged pupils make at least expected progress from their starting points. Target KS2 72% KS1 79%</p>	<p>had access to CPD. High quality texts are used. Classroom displays evidence the use of LIRA and high quality texts. Lesson observations and book scrutiny demonstrate beginnings of impact of LIRA sessions on pupils' reading comprehension.</p> <p>Spring LIRA has continued to be embedded across school. External review and internal monitoring evidences a consistent approach to the teaching of reading.</p> <p>Summer End of Key stage data demonstrates an upward trend in the number of children achieving ARE in Reading. Overall figures for Reading 63% KS1 66% KS2 All disadvantaged pupils make at least expected progress from starting points KS2 Y5 Y6 Reading 48% 52%</p> <p>KS1 Y1 Y2 56% 59%</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>		
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Total Costs £218907

N.B. Previous spending plan solely for reference. Previous years were developed under previous leadership and monitoring of impact is limited.

PPG spending by item/project 2018/19				
<p>Objectives: PPG to be used to support the progress of the most vulnerable learners – FSM eligible & looked after children, who made less progress than their peers in 18/19 The school now has 13 looked after children.</p> <p>Our priorities for 2018/19 are:</p> <ul style="list-style-type: none"> • Raise attainment in English and Math’s at the end of KS1 • Raise attainment in English and Math’s at the end of KS2 • Narrow the gaps in attainment and progress between disadvantaged learners and their peers at all ages and stages • Ensure early identification of additional needs and promote early intervention • Effectively nurture the wellbeing and emotional and social development of our learners • Use academic research to make informed choices about the most suitable approaches to teaching and learning and the most effective interventions to support our learners • To improve attendance and reduce persistent absence • Provide a wide range of enriching and extra-curricular activities through after school provision, enrichment programs, specialist teaching in the arts and languages and subsidized trips and visits. 				
Project/Item	Evidence link	Objective	Cost	Impact
Enable access to Extended Nurture Provision	Behaviour Interventions Meta cognition & Self-regulation Parental Involvement Social and Emotional Learning	<ul style="list-style-type: none"> • Effectively nurture the wellbeing of all learners • Provide better access to specialist learning mentors • Provide intensive bespoke nurture interventions that support vulnerable learners to access learning and make progress • Provide effective behavior support and interventions to vulnerable learners • Increase parental engagement through extended provision such as family learning programme, toddler groups, parent and shared learning events 	£20,729.98	Nuture provision and the well being of pupils was judged good by Ofsted, but is not yet having sufficient impact on attainment and achievement of pupils. Absence and capacity have meant roles were not clearly defined and the new Head of school and CEO have already addressed. The well being lead will have a more strategic role in monitoring the impact.

	Aspiration Intervention	<ul style="list-style-type: none"> Utilise partnerships with multi agencies working in the community for the benefit of vulnerable learners through leading the professional's forum 		
Ensure highly effective procedures and practices for the safeguarding of all learners	Behaviour Interventions Social and Emotional Learning Metacognition & self-regulation Parental involvement	<ul style="list-style-type: none"> Keep everyone safe Remove barriers to learning for the most vulnerable learners Monitor and track interventions and the impact of these on learner's safety, wellbeing and learning over time. 	£8,886.66	All statutory safe guarding procedures are in place.
Effective use of Thrive approaches across the setting	Behaviour interventions Meta cognition & Self-regulation Social and Emotional Learning	<ul style="list-style-type: none"> Embed Thrive approaches into quality first teaching Provide bespoke nurture intervention at wave 2 and wave three for vulnerable learners Develop a highly skilled workforce equipped with skills required to nurture learners well being Develop self-regulation and strategies and social and emotional intelligence in all learners 	£2,772.00	Thrive is used effectively through school, but as yet is not used to monitor and track impact of intervention.
Widen access to appropriate Therapeutic Intervention	Behaviour interventions Meta cognition & Self-regulation Social and Emotional Learning	<ul style="list-style-type: none"> Secure precision teaching to meet specific needs of learners Ensure early identification of needs Match personalised intervention and support to learner needs Develop self-regulation and strategies and social and emotional intelligence in all learners 	£10,934.00	Behaviour policy has been reviewed. Long term absence of behavior and well being lead meant limited capacity to measure impact on this intervention.

Widen access to Nurture Breakfast Club	Social and Emotional Learning Reading comprehension	<ul style="list-style-type: none"> • Provide access to a healthy nutritious breakfast for everyone • Provide a safe environment which supports a positive start to the day • Provide 1:1 support with developing reading comprehension for identified learners 	£14,022.98	Breakfast club is well attended over 150 pupils who are PP access this provision. There is no formal record keeping yet to monitor the impact of attitudes to learning of the pupils who attend. 1:1 support has been inconsistent due to staff absence.
Whole School Transition	Parental Involvement Aspiration Intervention Early Years Intervention	<ul style="list-style-type: none"> • Early identification of learners needs to inform provision and planning • Early assessment of holistic family needs and identification of those with or in need of EHA/wider support • Engage new families in the wider life of the school through PTA, Adult Learning, Toddler groups etc. 	£7,722.60	Toddler group is well attended, families come into school and have built up good relationships with many staff.
Develop role of Attendance Officer	Attendance Parental Involvement	<ul style="list-style-type: none"> • Raise attendance • Reduce persistent absence • Offer early help to families struggling with attendance issues 	£10,914.00	Attendance was well below National. There has been significant increase in attendance through focused work by the attendance officer 93- 94.5% and a reduction in PA from 20 to 12%
Enhance capacity to support development in teaching & learning/CPD by increasing non-teaching time for phase leaders/AHT/DHT	Links to: Collaborative learning Feedback Mastery Learning Meta cognition & Self-Regulation Reading Comprehension Phonics	<ul style="list-style-type: none"> • Improve the quality of teaching and learning across the school through supported planning, team teaching, mentoring, coaching, learning enquiry, modelling, leading staff development and INSET providing capacity to cover in the event of training/CPD 	£36,401.39	Teaching and learning was judged as RI. A strategic approach in the SIP clearly outlines how to improve quality first teaching. There has been an increase in more good lessons being observed. See teacher profile.

	Digital Technology			
	Behaviour Interventions			
Additional flexible Support & intervention staff in KS1 and KS2	Oral Language Interventions Reading Comprehension Phonics Individualised instruction	<ul style="list-style-type: none"> • Increase the % of children achieving age related expectations in writing, math's, reading, spelling and phonics at all key stages • Deliver bespoke, flexible and personalised intervention at Wave 2 and Wave 3 to meet learner's needs • Support precise differentiation and enable flexible grouping through participation in quality first teaching 	£41,899.00	SAT results have risen, but remain well below National except in Maths. Limited capacity of the leaders has meant that this strategy was not fully operational.
Targeted and bespoke programm of CPD for all staff	Collaborative learning Feedback Mastery Learning Meta Cognition & Self-Regulation	<ul style="list-style-type: none"> • Embed effective research based pedagogy across the school including: <ol style="list-style-type: none"> 1. Accelerated learning lesson cycle 2. BLP & approaches to Metacognition 3. Differentiation and challenge 4. Effective teaching of English & Writing 5. Effective teaching of Math's 6. Kagan structures for collaborative learning 7. Effective use of additional adults • Ensure a high level of consistency in the elements of outstanding teaching across the school 	£10,000.00	Since the brokerage agreement a series of staff meetings have been put in place to address these issues and provide staff with good CPD. Evidence of impact lies in the teaching and learning profile improving.
Early Years Interventions for CLL, Math's and Literacy	Early Years Intervention Oral Language Interventions Phonics	<ul style="list-style-type: none"> • Maintain and improve the % of learners reaching GLD • Ensure all learners in EYFS are school ready by the end of F2 • Secure better than expected progress for all learners in phonics, CLL, Math's and Literacy 	£6,867.20 + £2416 (EYPP)	EYFS closing the gap to National.
1:1 Tuition in Y6	One to One Tuition	<ul style="list-style-type: none"> • Increase the % achieving age related expectations in English and Math's at the end of KS2 	£3209.00	Boosters started late due to capacity. Maths boosters were successfule those receiving Maths intervention converted to National.

	Small group tuition Individualized instruction	<ul style="list-style-type: none"> • Ensure better than expected progress is made by all learners by the end of KS2 • Narrow the gaps in attainment and progress between school and national by the end of KS2 		
Robust tracking of individual progress	Links to: Small Group/1:1 Tuition Teaching Assistants Oral Language Interventions Individualised Instruction	<ul style="list-style-type: none"> • Ensure early identification of additional needs and barriers to learning • Ensure precise intervention for learners with additional needs • Ensure effective use of additional adults through precisely targeted support 	£5,304.08	Assessment was not secure. Anew assessment tracker is now fully in place and enables teachers to plan targeted intervention. Progress group data does reflect positive impact in most year groups.
Improving access to good quality books – Reading schemes and library stock (fiction and nonfiction)	Reading Comprehension Strategies	<ul style="list-style-type: none"> • Provide extensive range of high quality texts to engage all learners in reading • Revamp library areas • develop and enhance library selection in KS2 in response to rising pupil numbers 	£5,000.00	No monitoring due to lack of capacity to see whether or not this has impacted on attainment.
Reduce class size in Y5	Reducing Class sizes	<ul style="list-style-type: none"> • Develop capacity for increased teacher contact within the Y4 and Y6 cohort (1:1 and small group) • Develop precision teaching to meet the broad range of complex needs evident in the year group 	£17,927.00	YR 5 progress data has improved.
Specialist Teacher for Music, Drama & the Arts	Arts Participation	<ul style="list-style-type: none"> • Provide high quality teaching in music and the arts • Provide a broad range of additional extra-curricular arts enrichment projects • Maintain and increase the % of learners achieving a GLD in CLL, Expressing arts and Literacy in EYFS 	£7,105.86	The curriculum on offer is strong, but now needs to monitor the impact and uptake for PP pupils.
Specialist teacher for MFL		<ul style="list-style-type: none"> • Provide high quality teaching & learning in MFL 	£5,920.00	The teaching of French was noted as a strength by Ofsted, but again school did not have any

		<ul style="list-style-type: none"> • Provide varied enrichment opportunities such as eTwinning projects 		formal records of how PP pupils attained in relation to non PP pupil to measure impact.
Forest Schools provision	Outdoor Adventure Learning Behaviour interventions	<ul style="list-style-type: none"> • Provide high quality physical development opportunities for all learners, particularly those in the Early Years • 	£9,246.89	Impact has been limited due to long term absence.
Extra-curricular and enrichment opportunities	Arts Participation Aspiration Intervention	<ul style="list-style-type: none"> • Provide a broad range of additional extra-curricular and enrichment projects • Provide learners with opportunities to develop social and emotional skills including collaboration, managing risk, regulation, self esteem • Provide rich and varied opportunities to explore and discuss metacognition with learners thus developing excellent learning habits, attitudes and behaviours • Provide opportunities to enrich and broaden the curriculum in all year groups. 	£14,787.16	Children have many extra and enriched activities, but there is no link to PP pupils and attainment.

PPG spending by item/project 2017/18			
Item/project	Objective/Aim	Monitoring Impact	Costs
Develop and embed effective Extended Nurture Provision	Effectively nurture the wellbeing of all learners Provide access to specialist learning mentors Provide intensive bespoke nurture interventions that support vulnerable learners to access learning and make progress	Thrive assessments have identified and pupil progress meetings have identified the most vulnerable students for early intervention. Robust monitoring system shows progress over time for learners and families identified for nurture support - this is evidenced through individual and group case studies	£41290.61

	<p>Provide effective behaviour support and interventions to vulnerable learners</p> <p>Increase parental engagement through extended provision such as family learning programmes, toddler groups, parent and shared learning events</p> <p>Utilise partnerships with multi agencies working in the community for the benefit of vulnerable learners through leading the professionals forum</p>	<p>Recognition from the local authority of best practice evidence in the school.</p> <p>School commissioned to provide guidance for the LA on best practice.</p>	
<p>Maintain the role of Parent Support Advisor to nurture team</p>	<p>Raise attendance to meet the school target of 96%</p> <p>Further reduce rates of persistent absence and late arrival</p> <p>Provide effective support for families through provision of bespoke support e.g EHA, Solihull Parenting Classes</p> <p>Increase parental engagement and aspiration through the delivery of extended services parent events, family and adult learning, toddler group etc</p>	<p>Change in personnel resulted in restructure of nurture team and appointment of new attendance lead.</p> <p>Attendance for the year was 94% (below target)</p> <p>Attendance at adult learning programme increased and 80% of parents in F2 engaged with school based activities during the academic year</p>	<p>£12,847.80</p>
<p>Effective use of Thrive approaches across the setting</p>	<p>Embed Thrive approaches into quality first teaching</p> <p>Provide bespoke nurture intervention at wave 2 and wave three for vulnerable learners</p>	<p>In classes where this is really well embedded case studies are showing good progress for learners e.g. improved attitudes and dispositions in learners; reduction in behaviour incidents</p>	<p>£2266.70</p>

	<p>Develop a highly skilled workforce equipped with skills required to nurture learners well being</p> <p>Develop self regulation and strategies and social and emotional intelligence in all learners</p>	<p>Additional staff members have been enrolled on training which is in progress and further places will be offered next year to support developing consistency across the school.</p>	
Widen access to appropriate Therapeutic Intervention	<p>Secure precision teaching to meet specific needs of learners</p> <p>Ensure early identification of needs</p> <p>Match personalised intervention and support to learner needs</p> <p>Develop self regulation and strategies and social and emotional intelligence in all learners</p>	<p>Numbers of children with persistent significant challenging behaviour is reducing</p> <p>Individual thrive assessments, plans and other assessment show progress</p> <p>High level of parental engagement with therapeutic services enabling consistency in approach between home and school</p> <p>Staff understanding of strategies and tools is developed and effective provision is in place in classrooms to support individuals - evidenced in EP reports, lesson observations and in Peer Review report</p>	£12,870
Widen access to Nurture Breakfast Club	<p>Provide access to a healthy nutritious breakfast for everyone</p> <p>Provide a safe environment which supports a positive start to the day</p>	<p>Numbers attending are highest ever with over 80 attendees every day</p> <p>All learners who need breakfast get one</p> <p>Cae studies show examples of how breakfast club has improved individual</p>	£7081.60

	Provide 1:1 support with developing reading comprehension for identified learners	self regulation and enabled positive start to the school day for targeted learners.	
Whole School Transition	<p>Early identification of learners needs to inform provision and planning</p> <p>Early assessment of holistic family needs and identification of those with or in need of EHA/wider support</p> <p>Engage new families in the wider life of the school through PTA, Adult Learning, Toddler groups etc</p>	<p>Increased numbers of parents attending EYFS new starter transition means more families are known to the school before their children start.</p> <p>Over time families more readily accessing wider services e.g. Ed Psyc, IDAS, Family Learning as a result of meeting through the RSP & Info Sharing transition events. Numbers engaging are also increasing as we are able to signpost appropriate support at an early stage</p> <p>Very smooth start the the academic year 18/19 as a result of whole school 2 week transition - quick start to learning & attitudes and dispositions evidenced through blogs</p>	£10,496.80
Non teaching AHT and DHT to develop quality of teaching & learning	Improve the quality of teaching and learning across the school through supported planning, team teaching, mentoring, coaching, learning enquiry, modelling, leading staff development and INSET providing capacity to cover in the event of training/CPD	<p>Progress and attainment in some years groups in some subjects evidences high quality effective teaching.</p> <p>Performance management reviews show where staff have met individual performance targets related to high quality teaching and effective pedagogy.</p>	£41,209.48

		We'd like to create more capacity for to working alongside teachers to develop teaching next year in activities such as team planning, team teaching and regular feedback conversations to make this more consistent across school.	
Additional flexible Support & intervention staff in KS1 and KS2	<p>Increase the % of children achieving age related expectations in writing, maths, reading, spelling and phonics at all key stages</p> <p>Deliver bespoke, flexible and personalised intervention at Wave 2 and Wave 3 to meet learners needs</p> <p>Support precise differentiation and enable flexible grouping through participation in quality first teaching</p>	<p>Progress and attainment in some years groups in some subjects evidences an increase in the % of children achieving ARE or making good progress.</p> <p>IEPS and group intervention plans evidence small steps of progress against specific targets at Wave 2 and Wave three for targeted learners</p> <p>SEND review highlights interventions where these is evidence of positive impact and those where impact was not as strong.</p>	£ £20,691.19
Targeted	<p>Embed effective research based pedagogy across the school including:</p> <ul style="list-style-type: none"> ○ Cooperative learning ○ Effective feedback ○ Maths mastery approaches ○ Building Learning Power ○ Effective use on innovative ICT 	<p>Extensive CPD and training opportunities were provided to all staff - both in house and externally. Lesson observations evidence where impact of training and support has been seen in classroom practice</p> <p>Progress and attainment in some years groups in some subjects evidences high quality effective teaching.</p>	£10,000

	<ul style="list-style-type: none"> ○ Instruction in reading comprehension & inference training ○ Teaching of spelling <p>Ensure a high level of consistency in the elements of outstanding teaching across the school</p>	Performance management reviews show where staff have met individual performance targets related to high quality teaching and effective pedagogy.	
1:1 Tuition in Y6	<p>Increase the % achieving age related expectations in English and Maths at the end of KS2</p> <p>Ensure better than expected progress is made by all learners by the end of KS2</p> <p>Narrow the gaps in attainment and progress between school and national by the end of KS2</p>	<p>% of learners reaching ARE in writing increased although the % of those reaching the expected standard in reading and maths fell.</p> <p>Individual trackers for pupils identified for 1:1 to show in year progress however not all recipients of 1:1 tuition reached their target by the end of the year indicating slower than expected progress.</p>	£6,780
Development and use if innovative ICT	<p>Enhance high quality teaching and learning through rich and varied use of ICT</p> <p>Create opportunities for open ended and problem based learning</p> <p>Provide flexible personalised support and instruction for learners</p> <p>Enable highly effective feedback</p>	This year there is more limited evidence of impact compared to previous years. This is partly accounted for by problems in the delivery of ICT infrastructure in the school and partly due to the need for further staff training.	£17,847.84
Robust tracking of individual progress	Ensure early identification of additional needs and barriers to learning	Pupil progress meeting minutes evidence robust discussions of	£5004.60

	<p>Ensure precise intervention for learners with additional needs</p> <p>Ensure effective use of additional adults through precisely targeted support</p>	<p>individual progress and identification of need.</p> <p>Intervention Enquiry evidences inconsistently in the effectiveness of some interventions in delivering outcomes for learners although there is evidence of differentiation and a range of strategies and tools to support specific needs in classrooms documented in peer review, EP reports and lesson observations</p>	
<p>Improving access to good quality books – Reading schemes and library stock (fiction and non fiction)</p>	<p>Provide extensive range of high quality texts to engage all learners in reading</p>	<p>Internal reading audit and pupil questionnaires evidence positive attitudes to reading</p> <p>Peer review report comments of a ‘book rich’ environment that promotes reading well and provides good access to books</p>	<p>£2,774</p>
<p>Reduce class size in Y4 and Y6</p>	<p>Develop capacity for increased teacher contact within the Y4 and Y6 cohort (1:1 and small group)</p> <p>Develop precision teaching to meet the broad range of complex needs evident in the year group</p>	<p>Smaller classes maintained for the duration of the academic year.</p> <p>Reduction in behaviour incidents recorded across both year groups evidencing impact on attitudes and behaviours for learning</p> <p>Evidence of accelerated progress in Y4 (in year and over time) the the</p>	<p>£40,284.94</p>

		<p>proportion of learners reaching ARE rising compared to their last KS.</p> <p>In year progress recorded for Y6 learners although attainment in all subjects is below national and KS1 to KS2 progress is also below national.</p>	
Specialist Teacher for Music, Drama & the Arts	<p>Provide high quality teaching in music and the arts</p> <p>Provide a broad range of additional extra curricular arts enrichment projects</p> <p>Maintain and increase the % of learners achieving a GLD in CLL, Expressing arts and Literacy in EYFS</p>	<p>Continued offer of extended arts opportunities - music lesson, choir, drama & gymnastics. Number of learners engagement with arts has increased further from last year.</p> <p>Invited to perform in Music Hub festival - recognition of excellence for school choir</p> <p>Number of children accessing further opportunities e.g Youth Choir, external performances has increased.</p> <p>Evidence of progression in music skills across KS2 in teacher assessment data</p>	£7,193.40
Specialist teacher for MFL	Provide high quality teaching & learning in MFL	High quality French teaching across all KS2 classes	£5,775

	Provide varied enrichment opportunities such as etwinning projects	Cross school recognition of high standards in Primary French by the end of Y6	
Forest Schools provision	Provide high quality physical development opportunities for all learners, particularly those in the Early Years	Staff absence has impacted on our ability to deliver provision as planned resulting in very limited evidence of impact.	£29,094
Extra curricular and enrichment opportunities	<p>Provide a broad range of additional extra curricular and enrichment projects</p> <p>Provide learners with opportunities to develop social and emotional skills including collaboration, managing risk, regulation, self esteem</p> <p>Provide rich and varied opportunities to explore and discuss metacognition with learners thus developing excellent learning habits, attitudes and behaviours</p> <p>Provide opportunities to enrich and broaden the curriculum in all year groups.</p>	<p>Extra curricular activities ran every day for both KS1 and KS2 covering a range of areas including cooking, gardening, sport, STEM, film and the arts</p> <p>75% of learners accessed extra curricular activities - increasing year on year</p> <p>Ran subsidised trips and learning experiences in all year groups - 100% of learners accessing enrichment for subsidised or no cost</p> <p>Curriculum enrichment highlighted as a strength of the school in external peer review</p>	£17,146
Total	£228, 956 + £2,416		

