

Pupil Premium Strategy Statement – Review of 2018-2019

Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost																																				
<p>A clear and rigorous approach to reading, writing and mathematics across the school into KS2.</p> <p>To close the gap in attainment between children in receipt of PPG and all learners in English.</p>	<ul style="list-style-type: none"> Deliver Mathematics Mastery across KS2, in line with EYFS/KS1 Training for all new teaching staff in Sounds Write, whole class reading and the schools approach to writing Purchase appropriate resources to ensure all children have access to concrete materials from Nursery to Y3 To ensure that a whole-class approach to reading is embedded across the school into KS2 To ensure that high quality texts a readily available for children at all stages of their independent reading. To embed a context based learning approach to writing and other subjects into KS2. 	<p>We achieved higher attainment measures than the national (national figures are in brackets):</p> <table style="margin: 10px 0;"> <thead> <tr> <th>YR</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">81% (72%)</td> </tr> <tr> <td>PPG</td> <td style="text-align: center;">70% (56%)</td> </tr> </tbody> </table> <table style="margin: 10px 0;"> <thead> <tr> <th>Y1</th> <th>Phonics</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">83% (82%)</td> </tr> <tr> <td>PPG</td> <td style="text-align: center;">78% (71%)</td> </tr> </tbody> </table> <table style="margin: 10px 0;"> <thead> <tr> <th>Y2 EXS</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">84% (75%)</td> <td style="text-align: center;">80% (69%)</td> <td style="text-align: center;">78% (76%)</td> </tr> <tr> <td>PPG</td> <td style="text-align: center;">71% (62%)</td> <td style="text-align: center;">59% (55%)</td> <td style="text-align: center;">65% (62%)</td> </tr> </tbody> </table> <table style="margin: 10px 0;"> <thead> <tr> <th>Y2 GDS</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">26% (27%)</td> <td style="text-align: center;">16% (15%)</td> <td style="text-align: center;">22% (23%)</td> </tr> <tr> <td>PPG</td> <td style="text-align: center;">24% (14%)</td> <td style="text-align: center;">14% (11%)</td> <td style="text-align: center;">12% (11%)</td> </tr> </tbody> </table>	YR	GLD	All	81% (72%)	PPG	70% (56%)	Y1	Phonics	All	83% (82%)	PPG	78% (71%)	Y2 EXS	R	W	M	All	84% (75%)	80% (69%)	78% (76%)	PPG	71% (62%)	59% (55%)	65% (62%)	Y2 GDS	R	W	M	All	26% (27%)	16% (15%)	22% (23%)	PPG	24% (14%)	14% (11%)	12% (11%)	<p>The impact of our phonics, reading and writing teaching is in evidence across the school, with children who are new to the school making rapid progress.</p> <p>Our approach to maths has not had the same impact on new starters to the school and so we will address this in the next academic year.</p>	<p>£30,000</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<p>To remove barriers to learning for children in receipt of PPG.</p>	<ul style="list-style-type: none"> To provide funding for trips/ clubs where appropriate. To provide targeted intervention to enhance learning where necessary. 	<p>As Above</p>	<p>Targeted intervention has worked very well. This will be continued next year.</p>	<p>£26, 870</p>