

Impact Report  
Pupil Premium Strategy  
2018- 2019



## Quality of teaching for all

Desired outcome	Chosen action / approach	Impact
Improve the rate of progress for eligible pupils in Reception Class	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p>	<p><u>Data Shot 2</u></p> <ul style="list-style-type: none"> <li>✓ 31 out of the 33 DA children have made progress in all areas of learning.</li> <li>✓ 5 DA pupils have made accelerated progress.</li> </ul>
Improve attainment at the end Key Stage 1 ensuring that Higher Able pupils eligible for the grant who exceeded at the end of Reception convert to working at greater depth.	<p>Appointment of new intervention teacher High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading. Review of existing topics</p>	<p><u>Data Shot 2 – Current Y2</u></p> <ul style="list-style-type: none"> <li>✓ All children converted who were expected to be on track.</li> <li>• All HAP leaving the EFYS as exceeding are all on track to convert to GD.</li> </ul> <p><u>Data Shot 1 &amp; 2 – current Y2 (all pupils)</u> READING (EYFS) – 75% at &amp; above with 32% above (Y2 data 1) – 81% at &amp; above with 36% above (Y2 data 2) – 82% at &amp; above with 35% above</p> <p>WRITING (EYFS) – 73% at &amp; above with 24 % above (Y2 data 1) – 80% at &amp; above with 29% above (Y2 data 2) – 75% at &amp; above with 25% above</p> <p>MATHS (EYFS) –78 % at &amp; above with 32% above (Y2 data 1) – 81% at &amp; above with 27% above (1 pupil) (Y2 data 2) – 82% at &amp; above with 30% above</p>
Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in writing.	<p>Improve the opportunities for writing CPD including for SPAG and teacher assessment. Increase the opportunities for application of writing and across the curriculum and for pleasure. Access to diagnostic and summative testing materials to enhance progress Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote writing eg Forest school. Increase number of boy friendly reading materials- real books and higher level materials. Creative writing workshops, small world play and visits to stimulate creativity and vocab.</p>	<p><u>Data Shot 1</u> The gap between DA &amp; NDA had closed in Writing in Y1, Y2 &amp; Y4</p> <p><u>Data Shot 2</u> In writing the gap has now closed in R, &amp; Y4. In Y1 the gap has closed since on-entry but has widened since DS1. The gap in Y2 &amp; Y3 has widened.</p> <p>Where gaps have not closed or widened the DA have become a focus for additional guided work &amp; intervention.</p>
Total budgeted cost		£47,500

## Targeted support

Desired outcome	Chosen action / approach	Impact
<p>Improve attainment at the end of Key Stage 1 by ensuring that potential and higher ability pupils eligible for the grant achieve the higher standard in all subjects.</p>	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</p>	<p>Current data indicates that the Y2 SATS will exceed the GD achieved last year            2018 GD:-            R – 25%            W – 10%            M10%</p> <p>2019 – data shot 2 indicate the % working above with potential for GD is:-            R- 35%            W – 25%            M - 30%</p>
<p>Ensure that the Y1-4 PP/NPP attainment gap closes in writing</p>	<p>Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>Review the style of teaching to ensure maximum learning from boys            Implement some formal interventions to support gross and fine motor skills</p>	<p>Based on the data shot 2, the writing gap has closed in YR, Y1 and Y4.</p>
<p>Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development</p>	<p>Employ a specialist counsellor for 11/2 day per week to support on a 1:1 and group basis as required            Broaden staff awareness of specific SEMH issues            Develop growth mindset approaches in staff and pupils            Track progress in SEMH</p>	<p>Staff training on attachment, domestic violence, &amp; nurture is impacting on best practise.            A new room has been resourced and since September a nurture group has been running for 12 children with significant need for children from Nursery to Y4. Feedback from staff, pupils and parents has been very positive.</p>
<p>Total budgeted cost</p>		<p>£ 9060</p>

## Other Approaches

Desired outcome	Chosen action / approach	Impact
Significantly close the attendance gap between those pupils eligible for the grant and other pupils	Daily contact/monitoring Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club Provide for basic needs- clothes /equipment	Currently the attendance for PP is below the National target and has been falling, however following intervention with targeted families this figure is expected to improve.
Access to educational visits and extra-curricular provision for all.	To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.	The school has a range of enrichment activities open to all children, including PE festivals including swimming lessons from Y1 upwards, trips, KS2 ukulele lessons. Additional events for selected pupils have included:- arboretum visits, singing to groups and reading to residents from a home for the elderly, Y2 HAP Dino Dig writing event, KS2 HAP science Lego event at Newcastle college, maths & science events at the middle schools.  Currently approximately 50% of DA pupils access the optional clubs.
Increase the number of opportunities for parents to engage with our school	Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events. Open' at work mornings	Parental engagement opportunities have included a variety of workshops, welcome 2 meetings, forest school sessions, assemblies and parents evening. The majority of parents have attended at least 2 of these.
Total budgeted cost		£11,000