

Total expenditure: £250,800																																										
Quality of teaching for all																																										
Desired outcome	Actions/Strategies	Impact			Costs	Lessons learnt																																				
A: Develop the basic linguistic, communication and mathematical skills for pupils (Inc. PP) entering EYFS so that they achieve a Good Level of Development (GLD) by the end– ready for entry to KS1.	<ul style="list-style-type: none"> • CPD for staff in order to successfully implement: <ul style="list-style-type: none"> ○ Talk for Writing ○ ‘Wellcomm’ programme (S&L) ○ Makaton (SEND) • In the classroom, deploying staff effectively to target specific groups (including PP) based on tracking data for S&L, R, W and M • Additional S&L support from S&L Therapist • Purchase additional resources to support the curriculum • Extend parental involvement through workshops and focussed drop-in sessions. 	<table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>59%</td> <td>69%</td> <td>(+10%)</td> </tr> <tr> <td>PP GLD</td> <td>36%</td> <td>53%</td> <td>(+17%)</td> </tr> <tr> <td>Diff to national other</td> <td>-36%</td> <td>-19%</td> <td>(+17%)</td> </tr> </tbody> </table> <p>The attainment gap between PP pupils and ‘national other’ pupils has reduced by 17%.</p>				2018	2019		EYFS GLD	59%	69%	(+10%)	PP GLD	36%	53%	(+17%)	Diff to national other	-36%	-19%	(+17%)	Wellcomm Makaton Contribution towards staffing Speech and Language therapist Resources	Wellcomm screening was not administered to all pupils in EYFS in September 2018- this did not give a fully accurate picture of need. All pupils in Nursery and Reception will be screened in September 2019. Need to ensure that staff leading interventions are deployed as effectively as possible, and ensure there is entry and exit data for any interventions in the early years. Parental engagement has improved but is still inconsistent.																				
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B. Further improve QFT across KS1 and KS2, so that PP pupils in particular make accelerated progress by the end of the key stage in Reading, Writing and Maths. The attainment gap to other pupils nationally closes during the academic year.	<ul style="list-style-type: none"> ▪ CPD for staff in order to successfully implement/develop: <ul style="list-style-type: none"> ▪ Talk for Writing ▪ Effective Maths ▪ Whole class reading ▪ The wider curriculum ▪ Impact of live feedback and peer and self-assessment ▪ Effective deployment of TAs ▪ Pedagogy and Subject Knowledge ▪ Behaviours for Learning (building learning powers) ▪ Differentiation ▪ In the classroom, all staff to provide effective support and challenge for the focus groups (including PP) as identified by the school’s tracking data. ▪ Smaller teaching groups in Y5 & Y6 ▪ Additional resources for the wider curriculum 	<table border="1"> <thead> <tr> <th colspan="4">End of KS2 results 2018</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>PP Diff national other</th> </tr> </thead> <tbody> <tr> <td>RWM 2018</td> <td>40%</td> <td>50%</td> <td></td> </tr> <tr> <td>RWM 2019</td> <td>49%</td> <td>50%</td> <td>-21%</td> </tr> <tr> <td></td> <td></td> <td>51% Nat PP</td> <td></td> </tr> <tr> <td>R 2018</td> <td>50%</td> <td>56%</td> <td>-25%</td> </tr> <tr> <td>R 2019</td> <td>66%</td> <td>64%</td> <td>-14%</td> </tr> <tr> <td></td> <td></td> <td>62% Nat</td> <td></td> </tr> <tr> <td>W 2018</td> <td>67%</td> <td>61.1%</td> <td>-11.3%</td> </tr> </tbody> </table>			End of KS2 results 2018					All	PP	PP Diff national other	RWM 2018	40%	50%		RWM 2019	49%	50%	-21%			51% Nat PP		R 2018	50%	56%	-25%	R 2019	66%	64%	-14%			62% Nat		W 2018	67%	61.1%	-11.3%	Effective Maths development days Resources to support implementation of the curriculum Contribution towards staffing SLE support/CPD: SLE 350x10: £3500, CPD: Sonia Thompson £650x3= £1950	Disadvantaged pupils have achieved in line with disadvantaged pupils nationally in the combined %. They have exceeded national disadvantaged in reading and writing. The gap has increased in mathematics. Disadvantaged pupils achieved in line with similar pupils in reading and writing. However, the % of higher achieving disadvantaged pupils has declined. A new Y6 Lead Practitioner was appointed for September 2018. After intensive support for behaviour management, the decision was made to withdraw the teacher from Y6. Y6 had a year of instability regarding teaching staff. The plan for 2019 is to split the Y6 cohort into 3 groups to be led by the Assistant Principal. The other teachers in Y6 are recognised strong practitioners.
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		W 2019	74%	78%	-5%	IRIS	Deployment of AP into Y5 has ensured the pupils entering Y6 are better prepared for Y6.
		M 2018	63%	61%	-12.7%		
		M 2019	57%	58%	-26%		<p>A decision was made that the school would not proceed with Effective maths in 2019/20. Year 2 and Year 6 moved away from the scheme this year as it did not cater for all the needs of pupils and gaps in knowledge were evident. KS2 outcomes dropped from 2018 and although in KS1, progress was made, attainment is still below national.</p> <p>A revised approach to the teaching of mathematics is planned for 2019. A lead practitioner for mathematics will be in place for 2019.</p> <p>A review of the wider curriculum in July showed gaps in provision and lack of consistency of approach. A VP is now taking responsibility for the wider curriculum. Planning has been revised and is built on what pupils already know and what they need to learn next. This is still in its infancy but will be a priority for 2019/20.</p> <p>Staff received training regarding 'principles of effective teaching'. This is not yet embedded and further work will be required in 2019/20.</p>
		Achieving higher standard					
		RWM 18	6.7%	11.1%	+2.4%		
		RWM 19	5%	3%	-10%		
				5%Nat			
		R 18	23.3%	27.8%	+3.2%		
		R19	19%	14%	-17%		
				17% Nat PP			
		W 18	6.7%	11.1%	-6.6%		
		W19	12%	14%	-10%		
				11% Nat PP			
		M 18	10%	11.1%	-11.5%		
		M19	10%	8%	-23%		
				16% Nat PP			
C: Embed QFT across KS1 & KS2 in a range of subjects and in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.	<ul style="list-style-type: none"> In addition to the CPD, provide opportunities for staff to: <ul style="list-style-type: none"> Visit good and outstanding providers Receive SLE support Learn from each other through coaching, team teaching and modelling (implementation of IRIS) In the classroom, all staff to provide effective support and challenge for the focus groups (including PP) as identified by the school's tracking data. 						

Targeted support				
Desired outcome	Actions/Strategies	Impact	Costs	Lessons learnt
A Develop the basic linguistic, communication and mathematical skills for pupils (Inc. PP)	<ul style="list-style-type: none"> S&L Therapist screening 1:1 and small group intervention groups weekly S&L Therapist led CPD for parents TA led follow-up 1:1 and small group intervention groups weekly 	As the table above- the gap between PP pupils and other pupils nationally has closed by 17%.	Speech and language therapist	Wellcomm, although a proven intervention support for language and communication, is not routinely embedded in the EYFS. All pupils will be screened and intervention time will be put into the timetable.

<p>entering EYFS so that they achieve a Good Level of Development (GLD) by the end-ready for entry to KS1.</p>			<p>Contributions towards staffing</p>	<p>Interventions are timetabled for the afternoon so they do not impede on core subjects. The gathering of entry and exit data is not yet consistent. Pupil progress meetings do focus on the achievement of PP pupils. This did impact on outcomes as staff were able to identify pupils and direct to activities. Leaders are aware that although the gap between PP and national other pupils has diminished, this is not yet rapid enough.</p>
<p>B. Further improve QFT across KS1 and KS2, so that PP pupils in particular make accelerated progress by the end of the key stage in Reading, Writing and Maths. The attainment gap to other pupils nationally closes during the academic year.</p> <p>C: Embed QFT across KS1 & KS2 in a range of subjects and in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.</p>	<ul style="list-style-type: none"> ▪ Implement proven, research-based interventions: ▪ Effective Maths development days ▪ Talk for Writing ▪ Whole class reading ▪ PAT (SEND) in Y4 ▪ Reading Gladiators ▪ Switch on 	<p>PAT (SEND/PP) intervention made limited impact. This will be discontinued. Reading gladiators has had a positive impact and supports greater depth reading. This will continue Effective maths will be discontinued</p>	<p>PAT resources</p> <p>Reading gladiators</p> <p>Switch on reading</p> <p>Contribution towards staffing</p>	<p>A focus on quality first teaching has resulted in less interventions happening in lesson time. Reading gladiators happens after school. Progress for some interventions has been difficult to track. Therefore there is a plan to use YARC assessments in September to gather reliable and accurate baseline reading ages. Impact of interventions can then be closely monitored.</p>
<p>Other approaches (including links to personal, social and emotional wellbeing)</p>				
<p>Desired outcome</p>	<p>Actions/Strategies</p>	<p>Impact</p>	<p>Costs</p>	<p>Lessons learnt</p>
<p>D: Continue to improve attendance,</p>	<ul style="list-style-type: none"> ▪ Health & Well-being Lead (As Attendance Officer) working in 	<p>Attendance figures for last year were similar to the previous year's figures.</p>	<p>EWO</p>	<p>Attendance for PP pupils continues to be lower than 'national other' figures. Incentives for pupil attendance needs to be prominent. All staff need</p>

<p>emotional resilience and behaviour for learning for PP pupils in order to enable them to achieve in line with other pupils nationally at the end of each key stage.</p>	<p>partnership with EWO to support pupils and their families</p> <ul style="list-style-type: none"> ▪ Health and Well-being lead and Senco to provide/arrange personalised support for pupils and their families <p>Learning Mentor Support:</p> <ul style="list-style-type: none"> ▪ In-class coaching ▪ 1:1 Mentoring ▪ Small Group Social Groups ▪ <p>Learning Mentor Interventions:</p> <ul style="list-style-type: none"> ▪ Lego Therapy ▪ Fun Friends ▪ Friends for Life 	<p>2017-18-PP: 95.4% 2018-19 PP: 95.2%</p>	<p>Contribution towards staffing</p> <p>Resources for interventions</p> <p>Subsidising school trips</p> <p>Curriculum resources including before and after school enrichment opportunities</p>	<p>to ensure that they are proactive in their approach to tackling poor attendance. The introduction of the new MIS system will support this.</p> <p>Behaviours for learning are still inconsistent across the school. This will be a focus for 2019/20 with the introduction of school values and passports.</p> <p>Attendance initiatives must have a higher profile in the school. The attendance monopoly's profile dropped. This will be re-launched in September along with other initiatives such as 'Tea with the Principal'.</p>
<p>E: Continue to provide all pupils (Inc. PP) with a wide range of experiences Inc. access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.</p>	<p>Through the wider curriculum, class teachers to plan for:</p> <ul style="list-style-type: none"> ○ access to relevant and inspiring resources ○ curriculum linked trips ○ visitors/workshops <p>Throughout the year, plan for extra-curricular opportunities Inc. sports and arts – subsidising as necessary for PP pupils</p> <p>Provide opportunities for KS2 pupils to attend residential trips – subsidising as necessary for PP pupils</p>	<p>Learning walks and book looks showed an inconsistent approach to the delivery of the wider curriculum. Cornerstones was introduced to support curriculum planning the sole use of this scheme did not allow opportunities to go into subjects in depth.</p> <p>Trips and visitors are much better aligned with projects but this is not yet consistent across the school.</p> <p>Opportunities were provided and subsidised where necessary. This enrichment opportunity will be continued next year as pupil and staff feedback was incredibly supportive.</p>		<p>Whilst provision for the curriculum has improved, this still lacks consistency and is not embedded in all year groups. Trips, visitors and enrichment opportunities are now planned for the whole academic year for 2019/20. This is being led by the VP. Visitors including theatre companies have been booked in for every year group. The provision for extra-curricular activities is going to be a focus for leaders this academic year to ensure pupils have opportunities across a range of areas.</p> <p>Planning for the wider curriculum for Autumn is in place and leaders will support staff for planning for the rest of the academic year.</p>