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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **Sept 2017- 18** | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
| **A** Higher rates of progress in writing at KS2 for high attaining pupils eligible for PP  **C** Higher rates of progress in Key Stage 1 SATS for pupils eligible for PP in writing. | Assessment Leader to attend the Assessment Conference. And feedback findings to SLT  Whole school focus to embed the practice of talk partners across Key Stage 1 and 2.  Using talk partners and high quality feedback on children’s work by both the class teacher and their peers. | Assessment leader was positive about the training and fed back to SLT.  Talk partners have been used during all observations taken place by SLT  100% KS2 PP HA made good progress in writing a 70% increase on last year in which only 30% of PP HA made good progress in writing at KS2.  100% of PP children achieved ARE at KS2 SATS  86% of Key Stage 1 pupils eligible for PP made good progress in writing (Summer 2018). This was an increase of 11% on the year before  (Summer 2017) when 75% of children eligible for PP made good progress  Books were scrutinised termly by SLT and feedback given to teachers. Children’s work had high quality feedback 95% of the time. | We will continue to send our assessment leader to conference to ensure we are up to date with any changes and use data to identify children’s next steps  Talk partners will continue to be embedded within the classroom and are an integral part of the induction process for new staff.  We will continue to support teachers with feedback and marking. Books will continue to be scrutinised at least termly, teachers supported with specific feedback from SLT. | £8000 |
| **B** Improve writing skills of those children eligible for PP in Reception and in Year 1 | Staff in EYFS to attend a developing early writing course.  TAs and teachers to attend training run by OT on developing writing. New approaches to be implemented in EYFS and overseen by AHT EYFS | Staff attended developing writing course and implemented ideas inside and outside the classroom. | We will continue to send staff on relevant training to keep up to date. Any new staff we will also send on training.  It is important that we revisit each term things that were learnt on training and ensure we keep targeting PP pupils.  We will now be running interventions in writing especially targeting under achieving pupil premium pupils | £4000 |

**Pupil premium strategy statement (primary)**

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| 1. **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** |
| **A** Higher rates of progress across KS2 for high attaining pupils eligible for PP | 1:1 and small group sessions by TA in addition to lessons | TAs carried out additional sessions for PP pupils. Pre teach and booster sessions targeted PP pupils  PP pupils have made higher rates of progress this year. | We will continue to use Booster sessions. We will use SLT to support and additional teachers this will ensure all PP pupils reach their potential | £50,000 |
| **B** Improve writing skills of those children eligible for PP in Reception and in Year 1 | Targeted phonics support by class teachers and TAs during phonics sessions.  Phonics interventions in Year 1. | All PP pupils passed their phonics screener and most achieved their GLD | Class teachers and TAs set up the classroom every day to support PP pupils with phonics They meet once a week to discuss what the pupils have enjoyed and what has not worked ready for next week. They closely track and monitor the pupils- we will continue this next year.  CT are released to support PP pupils and targeted interventions. | £25,000 |
| 1. **Other approaches** | | | | |
| **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** |
| Improve writing skills of those children eligible for PP in Reception | Purchase writing resources and furniture for under the new canopy in the EYFS play area | Resources bought and set up daily outside  - Progress has been maintained from previous years | Now the resources have been purchased we will continue to maintain them and also ensure the children are aware of them and how to use them.  All children are accessing the equipment | £5,000 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |