

1. Review of expenditure																	
Previous Academic Year		Sept 2018- 19															
i. 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												
<p><b>A</b> All KS2 Disadvantaged children are on track to achieve their end of KS2 target in writing</p>	<p>Focus on quality first teaching across KS2, Induction of all new staff so that high expectations are embedded, - talk partners, language support, modelled writing opportunities, specific feedback Specialist teacher support within focus year groups to accelerate progress using targeted teaching and feedback.</p> <p>Inset for whole staff to focus on teaching of writing using modelling strategies</p>	<p>All school staff attended Inset from Mark Hartley on developing skills to teach writing. Its uptake and consistent use was evident in leaning walks, teacher observations and children's books.</p> <p>Writing</p> <table border="1" data-bbox="719 679 1193 850"> <thead> <tr> <th>School Disadv</th> <th>School Non – Disadv</th> <th>National Disadv</th> <th>National Non Disadv</th> </tr> </thead> <tbody> <tr> <td>73% (77%)</td> <td>85% (91%)</td> <td>62%</td> <td>83%</td> </tr> </tbody> </table> <p>Large group of PP children (15) a third of those were also SEN – 6 with EHCP's and who were disapplied from SATS that year. Several of these children transferred to special school.</p>		School Disadv	School Non – Disadv	National Disadv	National Non Disadv	73% (77%)	85% (91%)	62%	83%	<p>The writing approach was very successful and further down the school is very evident that the gap between disadvantaged and non-disadvantaged is closed or minimal.</p> <p>The school will continue to develop this approach - subject leader will attend addition training and has dedicated time to support new teachers and existing staff with the teaching of writing so that it can be embedded across the school.</p>	<p>£44718</p>				
School Disadv	School Non – Disadv	National Disadv	National Non Disadv														
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<p><b>B</b> Improve writing skills of those children eligible for PP in Reception</p>	<p>To support children with interventions to develop and embed early literacy skills especially writing and communication skills</p> <p>Staff to be trained in Physical literacy approach</p>	<p>All staff were trained in developing physical literacy and disadvantaged children were targeted for support</p> <p>Writing</p> <table border="1" data-bbox="719 1225 1193 1441"> <thead> <tr> <th colspan="2">2018/9</th> <th colspan="2">2019/20</th> </tr> <tr> <th>School Disadvantaged</th> <th>School Non Disadvantaged</th> <th>School Disadvantaged</th> <th>School Non Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>85%</td> <td>25%</td> <td>83%</td> </tr> </tbody> </table>		2018/9		2019/20		School Disadvantaged	School Non Disadvantaged	School Disadvantaged	School Non Disadvantaged	50%	85%	25%	83%	<p>Disadvantaged children's attainment increased by 25% from previous year, as well as an increase in attainment for non disadvantaged children.</p> <p>Next year we will focus on embedding the approach and inducting new members of staff so that they can support the quality first teaching</p>	
2018/9		2019/20															
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## Pupil premium strategy statement (primary)

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>A</b> Higher rates of progress across KS2 for high attaining pupils eligible for PP	Specialist teacher support to focus on disadvantaged children. Targeted teaching, pupil conferencing, SEN	In 2017/8 6% of disadvantaged pupils made rapid progress in writing across Key Stage 2.  This increased to 24% (of disadvantaged pupils who made rapid progress in writing) across Key Stage 2 in 2018/9	Pupil conferencing and targeted teaching had the greatest impact on accelerating progress in this group This approach will be continued next year and extended to targeted children.	£7000
<b>B</b> Improve writing skills of those children eligible for PP in Reception and in Year 1	Targeted daily support for specific children to address their unique barriers to learning e.g. gross motor skills, fine motor skills, speech and language support	Targeted interventions to complement quality first teaching were used across EYFS and year 1 to close any gaps children had within writing. In Year 1 disadvantaged children did not make as rapid progress as their non disadvantaged peers in writing.	The approach used was effective in supporting children to make good progress but not as much progress as their non disadvantaged peers. Next year we will support this approach by engaging external professionals to further children's progress e.g. OT and EP  Next year, we will look at additional ways to engage parents in supporting their children learning.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All children develop a growth mind-set and a can do approach to learning	Whole staff Inset, followed by staff meetings. All children to have a series of six lessons across the year as well as the approach being incorporated into student feedback and daily interactions. Information shared with families.	Children are familiar with the concept and understand its meaning. They refer to it and use it when they make mistakes. All classrooms have an up to date display and it is embedded in whole school ethos.	We will continue to embed growth mindset across the school and ensure that the children receive a lesson each half term focussing on elements of growth mindset  Ensure new teachers have the opportunity to observe established teachers to teach and deliver growth mindset lessons.	£2000