

# Ivy Lane School: Pupil Premium Strategy Statement 19/20

1. Summary information					
School	Ivy Lane Primary				
Academic Year	19/20	Total PP budget	£86440	Date of most recent PP Review	July 2019
Total number of pupils	390	Number of pupils eligible for PP	76 (Ever 6)	Date for next internal review of this strategy	March 2020

2. Monitoring and Review		
Date	Who will monitor/review? What will they do? (include brief outline of task)	Tick if completed
October 2019	Share initial plans for academic year 19/20 with governors and priorities for PPG strategy.	
January 2020	Update governors on initial plans and current progress on these.	
March 2020	Pupil Premium Review with CASP – explore statutory duties, school data, leadership impact as well as Teaching and Learning.	
March 2020	Share Data and Finance update of PPG strategy in governors. Report findings of Pupil Premium Review to governors as well.	
July 2020	Review of PPG this year including spending and impact on data.	

3. Current attainment (As of July 2019)									
	KS2 national average 2018	Y1- Y6 Ivy Lane Pupils Non- PPG				Y1- Y6 Ivy Lane Pupils eligible for PP (difference*)			
		Previous A3 18/19	A1	A2	A3	Previous A3 18/19	A1	A2	A3
(*the gap at KS2 core in 2018 was 21% )									
<b>% achieving expected in reading, writing and maths</b>	64%	70%				48% (22%)			
<b>% achieving expected in reading</b>	86%	80%				60% (20%)			
<b>% achieving expected in writing</b>	86%	75%				56% (19%)			
<b>% achieving expected in maths</b>	85%	79%				63% (16%)			

## 2. Barriers to future attainment (for pupils eligible for PP, including high attainers)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Limited vocabulary and sentence structure use in the core curriculum - both verbal and written (with associated lower spelling accuracy and skills).
- B.** Self-esteem and learning resilience of some PP children.

### External barriers (issues which also require action outside school, such as low attendance rates)

- D.** Parental knowledge of how to support PP children and the aspirations for some pupils.
- E.** Attendance of some PP children accessing school.
- F.** Range of Pre-School settings which effects starting points and creates a wide range of need in EYFS

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact of Desired Outcome.</i>																																								
<b>A.</b>	<p>Differences in attainment between groups at end of KS1 and KS2 (PP eligible &amp; non) to be narrowed in comparison to EYFS and KS1 gaps</p> <table border="1"> <thead> <tr> <th colspan="4">Cohort 2020 55 ( children)</th> </tr> <tr> <th></th> <th>KS1 PP Gap</th> <th>Y6 PP Gap (Entry to Y6 )</th> <th>2020 Y6 PP Gap (A3)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-31%</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>-31%</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>-35%</td> <td></td> <td></td> </tr> <tr> <th colspan="4">Cohort 2024 (56 children)</th> </tr> <tr> <th></th> <th>EYFS PP Gap</th> <th>Y2 PP Gap (A1)</th> <th>2020 Y2 PP Gap (A3)</th> </tr> <tr> <td>Reading</td> <td>-20</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>-16</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>-22</td> <td></td> <td></td> </tr> </tbody> </table>	Cohort 2020 55 ( children)					KS1 PP Gap	Y6 PP Gap (Entry to Y6 )	2020 Y6 PP Gap (A3)	Reading	-31%			Writing	-31%			Maths	-35%			Cohort 2024 (56 children)					EYFS PP Gap	Y2 PP Gap (A1)	2020 Y2 PP Gap (A3)	Reading	-20			Writing	-16			Maths	-22			<ol style="list-style-type: none"> <li>Higher percentage of children, who are eligible for PP, achieve expected levels in end of KS1 and KS2 assessments than nationally in 2019.</li> <li>Support and interventions are identified in Maths and writing to raise overall scores, particularly targeted at PP children.</li> <li>From Early Years to KS1 and from KS1 to KS2 additional PP children achieve the expected standard</li> </ol>	
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<b>C.</b>	Clear progress and higher attainment in writing and SPAG for PP children - with specific improvements on using a wider vocabulary and accurate sentence structures.	<ol style="list-style-type: none"> <li>1. All PP children achieve phonics screening (Y1 &amp; Y2)</li> <li>2. All PP children show good progress from baseline in writing in EYFS</li> <li>3. No PP gap for end of Y2 or Y6 results in writing (EXS or GDS)</li> <li>4. No PP gap for end of Y2 or Y6 results in SPAG – especially break down of spelling scores.</li> </ol>											
<b>D</b>	<ol style="list-style-type: none"> <li>i) Increased attendance &amp; punctuality for PP pupils to not drop below 96%.</li> <li>ii) To fully meet the social and emotional needs of eligible PP children (especially those who are also SEND)</li> <li>iii) Increased engagement with parents of PP pupils</li> <li>iv) Raise the aspirations of PP children</li> </ol>	<ol style="list-style-type: none"> <li>1. Further close the gap between PP and non PP children's attendance.</li> <li>2. Ensure no significant gap for persistent absenteeism for pupils eligible for PP.</li> <li>3. PP children show improved confidence and engagement in the classroom (qualitative evidence through questionnaires with staff and pupil).</li> <li>4. Close the gap for the number of PP children vs non PP parents that attend parents' evening.</li> <li>5. More PP parents to have been involved with learning projects in school than in 2017/18.</li> </ol>											

#### 4. Planned expenditure

**Academic year**

**2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead, cost and timeline	Review impact of implementation.
A. Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed	Use of assembly time to target PPG children specifically with subject needs arising on their cohort action plan.	EEF research suggests that this is an effective way to target children who receive pupil premium funding.  Comprehension, spelling skills and Maths has been identified by the school as a major barrier to reaching the expected standard in different year groups, so targeting these will help support these children.	<ul style="list-style-type: none"> <li>Reminder in PDM about groups, use and purpose.</li> <li>Ensure on all Cohort Action plans and monitor the impact of these throughout the year on pupil progress.</li> <li>Monitor through 'drop ins' across the school- and agree expectations and non-negotiables.</li> <li>Monitor consistency across the school through pupil conferencing (April).</li> </ul>	DB No cost to PP budget  To start in September and continue all year round.  Class teachers £500 Intervention resources	
A. Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed  B. Difference between those achieving Greater depth standard to be narrowed at KS1 & KS2.	Pre-teaching and post teaching of PPG children using TAs and Teacher.  PPG focus TA to pre-teach and run interventions or release class teacher to quality first teach as required. IL  A clear rotation of all adults working with the children.	SENCO has identified this as an effective way to ensure children who receive pupil premium are able to access learning in the classroom more effectively.  EEF & Warwick university research has suggested that this is an effective means of narrowing the gap.	<ul style="list-style-type: none"> <li>Reminder in PDM about groups, use and purpose.</li> <li>Look for evidence in planning of TAs being used to support varied PPG learners.</li> <li>Monitor consistency across the school through pupil conferencing and data analysis.</li> </ul>	LP and DB to lead. £5,000 (Year 6 PPG teaching assistant afternoons)  Y3 PPG teaching assistant (mornings) £6554  To continue all year round.	

<p>D. Increased engagement with parents of PP pupils</p>	<p>Targeted parental engagement and planned learning activities that can support their children in the classroom and at home.</p> <p>Potential support from Wiltshire adult learning service if required.</p> <p>Implementation of See –saw app to engage parents in their child’s learning</p> <p>Achievement for All programme targeting parental engagement for PPG children across the school</p>	<p>Evidence suggests that some families do not engage with learning at home due to a lack of confidence or skills.</p> <p>Although Wiltshire's programme can support this and improve children's chances in the classroom, the school would also like to run their own series of workshops that engage with PP parents and support the need specific to cohort.</p> <p>Computing lead has identified this as an effective approach across other schools within the academy trust and has trialled it effectively in Year 3.</p>	<ul style="list-style-type: none"> <li>• Staff to share specific need for their cohort's children.</li> <li>• Engage with parents that might otherwise be reluctant to access school through conversations, personal invites and shared home learning projects.</li> <li>• Contact Wiltshire adult learning service where required for additional support and advice.</li> <li>• Monitor consistency across the school through parent conferencing, pupil conferencing and data analysis.</li> <li>• SLT and computing lead to support and monitor the effectiveness across all year groups and report to</li> <li>• Achievement for All champion to monitor attainment of children on the programme and conference parent and children to analyse the effectiveness of the support</li> </ul>	<p>DB</p> <p>No cost to budget.</p> <p>JF DB Software free</p> <p>AFA £2950 Supply £600</p>	
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<p>A. Difference between KS1 &amp; KS2 attainment groups (PP eligible &amp; non) in 2019/20 to be narrowed</p> <p>B. Difference between those achieving exceeding standard to be narrowed at KS1 &amp; KS2.</p> <p>C. Clear progress and higher attainment in writing</p>	<p>Implementation of Achievement for all programme across the whole school</p>	<p>Following 2 years of only small improvements in data, senior leadership has identified the need for additional training.</p> <p>The course is designed and statistically proven to improve results of PP pupils.</p> <p>Structured conversations to be completed for target cohort 1 three times a year and further training from AFA champion</p>	<p>Disadvantaged Learner Lead to attend the 2 year running program.</p> <p>All staff to be involved</p> <p>Structured conversations to be completed for target cohort 1 three times a year and further training</p> <ul style="list-style-type: none"> <li>Data and interventions of specific groups to be monitored carefully through progress reviews.</li> </ul>	<p><b>DB</b></p> <p>To have started in September 2019 and to continue for next 2 years.</p>	
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<b>Total budgeted cost</b>					<p>PPG TA cost – Y6 £5,000 Y3 - £9,679 AFA funding - £2950 Supply cover -£600 Intervention resources £500 <b>Total:£18,729</b></p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead, cost and timeline	Review impact of implementation.
<p>A. Difference between KS1 and KS2 attainment groups (PP eligible &amp; non) in 2019/20 to be narrowed</p>	<p>ILS Reading Recovery Management of school wide reading and literacy interventions</p>	<p>The school has an experienced Reading Recovery teacher and has collected evidence to show how it has helped pupils to accelerate their learning in reading (with the added benefit of increased performance and confidence in other subjects). Evidence suggests that early intervention is the most effective.</p>	<p>Regular reports from the ILS Reading Recovery teacher (presented to governors).</p>	<p>HF – ILS Reading Recovery Teacher</p> <p>£13,673</p> <p>To run until July 2020.</p>	

<p>A. Difference between KS2 attainment groups (PP eligible &amp; non) in 2018 to be narrowed</p> <p>B. Difference between KS1 attainment groups (PP eligible &amp; non) in 2018 narrowed</p>	<p>Early Reading Partnership (ERP)  Talking Stories  Back on Track  Success @ Arithmetic  Talk Boost/Word Aware  SALT  Social skills  Spelling and handwriting interventions (Lexia, Nessie)  Clicker software for PP/SEND</p>	<p>Pupils who are eligible for PP are prioritised for the interventions listed. All are delivered in afternoons by staff who have been specifically trained for that intervention. Evidence from previous years has shown a positive impact on the attainment and progress of pupils in the school.</p>	<p>Progress reviews enable all the interventions to be reviewed. The progress of children taking part in interventions are included in TA appraisals. SLT and SENCO monitoring of interventions takes place each term.</p>	<p>Laura Phillips (SENCO)</p> <p>ERP/Target readers</p> <p>Talking stories: £2,140</p> <p>Back on Track: £6,158</p> <p>SALT TA £6,833 –</p> <p>Spelling and reading software Nessie, Lexia I pads SEND £3000</p> <p>Phonics Play software £109</p> <p>Mastery training £870</p> <p>Start in September and run until July 2020</p>	
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C. Clear progress and higher attainment in writing and SPAG for PP children	Ensure that writing is high profile. As part of this we will run vocabulary training across the whole school. This will be delivered by the Deputy Headteacher who will attend disadvantaged learner networks	EEF recommends activities that extend pupils' spoken and receptive vocabulary (approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum and there are opportunities to practise using new vocabulary).	Share through training and PDM about groups, use and purpose.  Look for evidence in planning of vocabulary training being used to support this in learning.  Monitor consistency across the school through pupil conferencing and observations.	HF  No cost to PP budget  To start in September 2019 and impact by July 2020	
<b>Total budgeted cost</b>					<b>RR teacher</b> £13,673 <b>Talking stories:</b> £2,140 <b>Back on Track:</b> £6,158 <b>SALT:</b> £6,833 <b>SEND ICT :</b> £3000 <b>Phonics Play:</b> £109 <b>Maths Mastery;</b> £870  <b>Total: £32,783</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead, cost and timeline</b>	<b>Review impact of implementation.</b>
Increased attendance for PP pupils:  Attendance Targets for 19/20: ALL: 97% PPG: 97%	Use of Pastoral Manger to chase children who are absent from school. Provision of breakfast club in school to ensure children arrive promptly  Funding support to parents to pay for attendance on trips and residential.	Increasing amount of evidence around the effect that breakfast clubs can have on children in school. Pastoral manager contact with parents has previously helped improved children's attendance in school. Attendance has improved at Ivy Lane over several years and the school is now in a position to focus on PP pupil's attendance directly.	Regular analysis of attendance (specifically of PP children).	HL & BT  Pastoral Manager £18, 428  Breakfast Club Leader  Sept – July 2020.	

<p>Meeting the social and emotional needs of eligible PP children (especially those who are also SEND)</p>	<p>Forest School (0.1 FTE) ELSA Sand Tray Therapy  Mental Health First Aider</p>	<p>The school has used forest schools to support children for a number of years and has prioritised its use for PP children following evidence around 'nature deficit'. A significant number of children eligible for PP are also on the SEN register and so specific provision for these pupils has to be carefully thought out. A trained ELSA will enable focused interventions around social and emotional needs.</p>	<p>Forest school leader reviews ELSA reviews SENCO monitoring  Mental Health First Aid training  Time to Talk</p>	<p>LP, BT and ST  Forest Schools - £8265  ELSA - £3,773  Time to Talk £1202  Mental Health Training £980  Start in Sept and continue to July 2020.</p>	
<p>Learning mentors to support emotional wellbeing and learning.</p>	<p>TAs and Teachers to be allocated children who meet the ILS Vulnerable learner criteria (PPG and SEND) and provide support.</p>	<p>Evidence from other schools and research suggests that this approach has a positive impact on attainment, progress and well-being.</p>	<p>Monitoring of pupil attainment, progress and wellbeing.  Pupil conferencing.</p>	<p>SLT  No cost to PPG budget.  Start in September 2018 and run until July 2019.</p>	



D ii) Increased engagement of PP pupils	Reading leader to purchase a set of books for the PP children that can be read and enjoyed with a parent at home	Previous success of children appreciating having reading books at home meant that these children engaged more with reading and appropriate language.  Providing these, gives some opportunity for parents to enjoy sharing a book with their child at home.	Reader leader and Administration team to work together to ensure that these books are provided.	HF £1000  By April 2020	.
Extra curricular activities to support emotional wellbeing and learning.	Children who would not be able to access music creative or sport lessons and require this to support their self esteem and emotional well being	Recognising a pupils strengths in other curriculum areas can build self-esteem.	Child accessing wider school opportunities in school.	DB LP £1000	
<b>Total budgeted cost</b>					Pastoral Manager: £18428 Forest Schools: £8,265 ELSA: £3773 Time to Talk: £1202 Training £980 Trip Subsidies: £1545 Residential subsidies £1439 Books: £1000 Extra curricular opportunities: £1000  <b>Total: £37,632</b>

## 5. Review of expenditure

Previous Academic Year 18/19

### 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																																																																						
To diminish the difference between PP eligible and non PP in core subjects at the end of KS2 and KS1	Two smaller Y6 classes QFT Assembly PPG focus groups PPG Targeted interventions in the afternoons by TAs SLT	<table border="1" data-bbox="712 292 1485 662"> <thead> <tr> <th colspan="4">Cohort 2019 (47 children)</th> </tr> <tr> <th></th> <th>2015 KS1 PP Gap</th> <th>2019 Y6 PP Gap (A2)</th> <th>2019 Y6 PP Gap (A3)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-25%</td> <td>-27%</td> <td>-14%</td> </tr> <tr> <td>Writing</td> <td>-31%</td> <td>-26%</td> <td>-21%</td> </tr> <tr> <td>Maths</td> <td>-31%</td> <td>-32%</td> <td>-24%</td> </tr> <tr> <th colspan="4">Cohort 2023 (60 children)</th> </tr> <tr> <th></th> <th>2017 EYFS PP Gap</th> <th>2019 Y2 PP Gap (A2)</th> <th>2019 Y2 PP Gap (A3)</th> </tr> <tr> <td>Reading</td> <td>-13%</td> <td>+10%</td> <td>+6%</td> </tr> <tr> <td>Writing</td> <td>-13%</td> <td>+16%</td> <td>+15%</td> </tr> <tr> <td>Maths</td> <td>-13%</td> <td>-13%</td> <td>0%</td> </tr> </tbody> </table> <p data-bbox="712 694 1503 751">The Y1 phonics screening pass rate in Year 1 was 91% and 90% for PP children exceeding national.</p> <table border="1" data-bbox="712 778 1279 1150"> <thead> <tr> <th colspan="3">KS1 A3 2019</th> </tr> <tr> <th></th> <th>Non PP at GDS</th> <th>PP at GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>12%</td> <td>0%</td> </tr> <tr> <th colspan="3">KS2 A3 2019</th> </tr> <tr> <th></th> <th>Non PP at GDS</th> <th>PP at GDS</th> </tr> <tr> <td>Reading</td> <td>30%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table>	Cohort 2019 (47 children)					2015 KS1 PP Gap	2019 Y6 PP Gap (A2)	2019 Y6 PP Gap (A3)	Reading	-25%	-27%	-14%	Writing	-31%	-26%	-21%	Maths	-31%	-32%	-24%	Cohort 2023 (60 children)					2017 EYFS PP Gap	2019 Y2 PP Gap (A2)	2019 Y2 PP Gap (A3)	Reading	-13%	+10%	+6%	Writing	-13%	+16%	+15%	Maths	-13%	-13%	0%	KS1 A3 2019				Non PP at GDS	PP at GDS	Reading	29%	9%	Writing	14%	0%	Maths	12%	0%	KS2 A3 2019				Non PP at GDS	PP at GDS	Reading	30%	14%	Writing	24%	7%	Maths	27%	27%	<p data-bbox="1541 295 1984 440">At assessment point three there have been some improvements in the PP gaps. The gap for reading, writing and maths has become smaller in KS2 and has been closed in KS1.</p> <p data-bbox="1541 475 1984 620">KS1 have also made some good leaps in reading and writing – PP children in KS1 are now achieving more expected attainment than non PP children.</p> <p data-bbox="1541 655 1984 801">Maths needs to be a focus for both of these cohorts. Through progress reviews, any PP children making slow progress were identified (4 children in Y6 and 5 children in Y2).</p> <p data-bbox="1541 858 1984 948">Non PP children still out perform PP children at GDS across both key stages.</p> <p data-bbox="1541 983 1984 1098">An increase in the % of PP children attaining GDS is still an area for further development and will continue during 2019/20.</p>	£18,374
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Desired outcome		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
Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019 to be narrowed	Use of assembly time to target PPG children specifically with subject needs arising on their cohort action plan.	45/72 children have taken part in assembly groups. We would like to increase this successful practice which in 2019 2020.	This targeted approach has had a positive impact where the groups have been run consistently. This is to continue in 2019/20 with clearer accountability and impact measures in place.	<b>£33,205</b>
	TA run intervention groups Reading Recovery ERP Target readers	The phonics screening check at the end of Y1 showed the best results we have ever had for the school. 90% of PP children passed.  Reading Recovery – Y1 – gains of 18 months, 15 months and 12 months seen over 20 week programme  Y2- 6 months progress made  ERP – Year 1 – an average gain of between 2-4 book bands in 10 week programme Year 2 – 1 book band gained Year 3 - 1 child gained 11 months in 10 weeks	This is to continue in 2019/20 with clearer accountability and impact measures in place.  Reading support, ERP and Target readers will continue in 2019/20  ERP and target reader TA intervention groups were very successful in closing the gap.	<b>£10000</b>

<p>Clear progress and higher attainment in writing and SPAG for PP children - with specific improvements on using a wider vocabulary and accurate sentence structures.</p>	<p>Ensure that writing is high profile. As part of this we will run vocabulary training across the whole school.</p> <p>Spelling and grammar PP child focus within class</p> <p>Y1 Target phonics groups</p>	<table border="1" data-bbox="712 124 1014 403"> <thead> <tr> <th>Year</th> <th>T2</th> <th>T4</th> <th>T6</th> </tr> </thead> <tbody> <tr> <td>EYF S</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y1</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y4</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Y5</td> <td>6%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Y6</td> <td>14%</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table> <p>GDS PP Writing results 18 19</p> <p>Y1 PP phonics results are looking really positive at the end of this year. 90% (9/10) of PPG children passed the phonics screening. This is similar to the 91% for all pupils. Interventions were in place to help support PP children to meet the standard.</p> <p>91% of Y2 PPG children made expected progress from the EYFS baseline in writing.</p> <p>Analysis has shown that Y2 and Y6 PPG SPAG results were lower in spelling and use of vocabulary. Interventions and resources have been purchased to help address this including:</p> <p>Y6 SPAG results show an increased % of PPG children achieving SPAG from KS2 17/18 A2 57% to SATS 72%. However, this is still lower than non-PPG who achieved 90%.</p> <p>Curriculum resources</p>	Year	T2	T4	T6	EYF S	0%	0%	0%	Y1	0%	0%	0%	Y2	0%	0%	0%	Y3	0%	0%	0%	Y4	10%	10%	10%	Y5	6%	6%	6%	Y6	14%	7%	7%	<p>Spelling groups will be targeted in KS1 and KS2 in 19/20</p> <p>*Spelling Shed Computer programme.</p> <p>*Word Aware books and resources.</p> <p>*Adult time to focus in on smaller phonics groups for Key Stage 1.</p> <p>*Spelling groups running in assembly time and in different Key Stage 2 cohorts.</p> <p>Y1 PP phonics targeted groups will continue in 19/20</p> <p>Spelling shed was very popular with the children in school but ipad provision limited the use this year. Ipads to support SEND use will be purchased in 2019 20.</p>	
Year	T2	T4	T6																																	
EYF S	0%	0%	0%																																	
Y1	0%	0%	0%																																	
Y2	0%	0%	0%																																	
Y3	0%	0%	0%																																	
Y4	10%	10%	10%																																	
Y5	6%	6%	6%																																	
Y6	14%	7%	7%																																	

**iii. 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
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<p>Increased attendance &amp; punctuality for PP pupils to not drop below 96%.</p> <p>To fully meet the social and emotional needs of eligible PP children (especially those who are also SEND)</p> <p>Increased engagement with parents of PP pupils Raise the aspirations of PP children</p>	<p>Use of Pastoral Manger to chase children who are absent from school. Provision of breakfast club in school to ensure children arrive promptly</p> <p>Funding support to parents to pay for attendance on trips and residential.</p>	<p>Attendance figures above.</p> <p>6 PPG children are on the roll at breakfast club. This is 8% of overall numbers (6/72)</p> <p>For these children it makes significant impact for 5 in their attendance figures.</p> <p>Funding support for trips and residential has enabled children to experience a wide and varied curriculum.</p>	<p>Use of Pastoral Manger and increased attendance at Breakfast Club will be continued in 2019 20.</p> <p>Breakfast club leader and TA attendance</p> <p>This will continue in 2019 20</p> <p>There have been some improvements in those attending parents evenings and open classrooms by T6. 90% (65/72) of all PP parents have attended these events at least once this year.</p> <p>We had an ASD coffee morning in ASD awareness week of which some parents attended. LP will process the number of PP parents attending SEND events in T6.</p>	<p><b>£34,944</b></p> <p><b>£6928</b></p>
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## 6. Additional detail

Number of eligible PP pupils is reducing each year (despite an increasing NOR) so PP funding will reduce  
 Funding for financial year (14/15) was: £124900 Funding for 17/18 and **18/19** will be £105020 **2019/20 has reduced again to £86,440**