



Pupil Premium Spending Review – July 2019

1. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improved oracy skills in year R and across the school	<p>Staff meetings to focus on oracy – ‘Rule of 5’</p> <p>Oracy opportunities to be discretely planned across the curriculum</p> <p>Whole school focus on vocabulary, in topic books, displays etc.</p> <p>Vocabulary linked to the topic to be shared with parents.</p> <p>Training for staff on modelling language and vocabulary.</p>	<p>13/15 (87%) achieve ELGs for CLL</p> <p>Children can talk about their new vocabulary and words they have learnt.</p> <p>Marks improved on vocab related questions at KS2.</p> <p>In 2019 15/15 (100%) of children achieved ELGs for CLL</p> <p>Children successfully answering vocab related questions (there were 7 questions of this sort in 2019)</p> <p>There has been an increase in the % of boys achieving ELG in writing (86% of 50% in 2019)</p>	<p>Evidence shows that the actions have had a positive impact on language skills in Early Years.</p> <p>This focus will continue next year but will require less investment as staff development has already taken place. LSA hours need to be allocated to deliver programmes from the Solent Therapy Pack.</p> <p>Training will also be needed to embed the vocab teaching across the curriculum.</p> <p>Maintain the levels of staffing in EYs in 2019/20</p>	



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Improved oracy skills in year R/1	<p>Continue to employ a further EYs Assistant to work in Class 1 each morning.</p> <p>Training for EYs assistants</p> <p>Focus on target children and boys to try to close the gap and improve writing at end of EYs.</p>	<p>13/15 (87%) achieve ELGs for CLL</p> <p>75% of boys achieve ELG for writing.</p> <p>In 2019 15/15 (100%) of children achieved ELGs for CLL</p> <p>There has been an increase in the % of boys achieving ELG in writing (86% of 50% in 2019)</p>	<p>The development of oracy will needs to be a continued priority in 2019/20. There are several children joining the school with low levels of speech and language skills.</p> <p>There needs to be a focus on modelling play language and opportunities as well as using open language eg. I wonder....</p>	
Improve children's reasoning skills and their ability to explain in maths, in order to raise attainment on the reasoning papers	<p>On-going staff training for LSA and teachers – focus on developing 'quality maths talk'.</p> <p>Review of planning to ensure opportunities for reasoning daily.</p> <p>1:1 time allocated for 'catch up' sessions where progress concerns identified.</p> <p>LSA hours allocated to maths support in year 2 and KS2 (where children are at risk of falling behind).</p> <p>Implementation of 'a problem a day' and release time to support</p>	<p>80% of children achieve ARE for maths across KS2</p> <p>87% of children across the school achieved ARE+ 86% achieved ARE+ across KS2.</p> <p>100% achieved ARE in SATs</p> <p>90% of children are making at least expected progress in maths.</p> <p>86% making expected progress in maths</p> <p>Progress for more able in maths by the end of KS2 is above 0.</p> <p>Progress in maths will be below 0 due in the most part to insufficient progress of higher attainers – needs to be a focus next year.</p>	<p>Continue to work on this, with a focus on progress, working particularly in year 6 and year 3 when progress is lower than in other year groups.</p> <p>In 2019/20 the school will be involved in the maths mastery programme so INSET and training time will need to be allocated for this as well.</p> <p>There will need to be a focus on the progress of higher attainers, including higher attaining pupil premium.</p>	



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<p>Raise attainment in writing, ensure all children are making at least expected progress and the % of children below the expected level is below 16%</p>	<p>Embed target setting procedures, ensuring they are implemented consistently and with urgency.</p> <p>Review of marking to ensure basic skills are high-priority.</p> <p>Review of non-negotiables, ensuring rigor and consistency in implementation.</p> <p>Review the planning to focus more on acquisition of basic skills</p>	<p>End of year data across the school and KS1 and KS2 data.</p> <p>KS1 – 76% EXS+ for writing and 26% GDS This shows a decline at EXS from 2018 but an increase at GDS.</p> <p>KS2 – 92% EXS+ for writing and 25% GDS This shows an increase at EXS from 2018 but a decline at GDS.</p>	<p>This needs to be a continued focus, embedding the work carried out in 2018-19. There also needs to be a continued focus on Early Years, ensuring more children reach exceeding by the end of year R and more boys achieve the expected standard in order to prepare them for the demands of year 1.</p> <p>Also, next year there will be a strong focus on the SIP on the basic skills of handwriting and spelling. Money will need to be allocated for training and resources. Training will be particularly important for support staff to enable them to take a greater role within spelling expectation, strategies and teachings.</p>	
<p>Improve children's skills at solving problems at lunchtime to reduce behaviour issues</p>	<p>Employ an extra lunchtime assistant to support the play of children and help to further develop problem solving skills</p> <p>Further develop the role of Play Leaders in supporting positive lunchtime play.</p> <p>Training for new playleaders.</p> <p>Use of PP funds to provide resources for playtimes and support lunchtime club opportunities</p>	<p>Review of lunchtime behaviour incidents.</p> <p>Discussion with children and staff</p> <p>Monitoring shows a significant improvement in children's skills. Observations indicate that staff are using strategies taught. Behaviour at lunchtimes is good.</p> <p>Children are much more respectful of the play equipment.</p> <p>More needs to be implemented in terms of organised play for children.</p>	<p>In 2019-20 we will appoint a further experienced lunchtime assistant.</p> <p>There will be 'in school' playleader training given.</p> <p>A focus needs to be on ensuring all lunch staff take the opportunity to lead play activities for children – provide training and monitor.</p>	



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<p>Further develop children's ability to talk about their learning; identifying their strengths and progress and understand their next steps and how to achieve these.</p>	<p>Provide class teacher cover for termly 1:1 pupil conferencing for all children.</p> <p>Review of whole school target setting systems.</p>	<p>Evidence shows that at least 80% of children are consistently achieving their targets.</p> <p>Discussions show that all children and teachers find the conferencing sessions extremely beneficial.</p> <p>Children are able to talk about the targets in their books and whether they have achieved them.</p> <p>All children able to achieve their target at least within the first term.</p> <p>Also, conferencing has a positive impact on maths challenge card progress as well as attitudes and behaviour in the classroom.</p>	<p>This initiative needs to be continued as a priority in 2019-20.</p> <p>The pattern of conferencing to remain the same but increased opportunities for more vulnerable children to talk with adults and discuss their learning needs.</p> <p>Following the conferencing, next year we are planning to introduce a progress/target card to be sent home mid-year. Allocate funding to provide release time for teachers to do this.</p>	
<p>Increase children's resilience and their ability to understand and manage their emotions.</p>	<p>Mind gym training for staff.</p> <p>Mind Gym programme for children and parents.</p>	<p>Discussion with children and classroom observation shows increased levels of resilience.</p> <p>For the majority of children.</p> <p>Discussion with teachers.</p> <p>Still some children who can find this tricky</p> <p>Pupil questionnaires.</p> <p>Informal interviews reveal that children have strategies to use when feeling upset or anxious.</p>	<p>This initiative needs to be continued as a priority in 2019-20.</p> <p>There is a need to implement more of the work from Maureen Bowes' Resilience Daybook. This will be done through INSET for staff and then across the school for children.</p> <p>We will also explore the possibility of introducing yoga with children.</p>	
ii. Targeted support				



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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
Support families and children to complete homework and other home-learning activities	<p>Parent workshops delivered throughout the year and individual meetings planned for target families</p> <p>1:1 and small group sessions in school to focus on homework and other home learning activities.</p> <p>Training of LSA as a parents support worker.</p>	<p>More children eligible for PP are completing homework activities.</p> <p>Improvement in spelling test results & maths challenges</p> <p>1:1 sessions have been particularly beneficial for children with 5 children completing their current maths challenge card. There have been increased marks in spelling test results.</p> <p>All PP children are completing homework regularly and reading at least 3 times a week.</p>	<p>Workshops for maths and phonics have taken place as well as several 1:1 surgery sessions. More planned for 2019/20.</p> <p>The 1:1 support for spellings and maths challenge cards has been highly effective and will continue in 2019-20. We will also timetable homework support for key vulnerable children</p> <p>We have been unable to access Parent Support Worker training as there have been no training opportunities available. A member of staff has been approached to take on the role and we will search for a training opportunity next year.</p>	
Support children to address behaviour or emotional needs and raise self-esteem	<p>Ensure all staff are consistent with the school's approach and strategies for behaviour management.</p> <p>On-going training for a new ELSA and increase in ELSA hours available.</p> <p>Children allocated 1:1 support time with ELSA as required.</p> <p>Mind Gym resilience programme, run by external coach for targeted children and parents.</p>	<p>Qualitative evidence from discussions with ELSA, parents & children.</p> <p>Observations of behaviour across the school</p> <p>Twelve children have benefitted from this support with more on the waiting list.</p> <p>Discussions with children, staff and parents show that this support is hugely beneficial.</p> <p>More children and parents are asking for support from our ELSA having recognised the benefit.</p>	<p>There are still children across the school who have clear emotional needs and a significant number who need to continue to work to improve their resilience and mindset.</p> <p>Continue to allocate funding for ELSA in 2019-20 and increase hours if funding allows to provide support for more children. Training complete but allow funding for further training such as triple P and parent support.</p> <p>Next year we also plan to implement more mindfulness work as part of our work to promote positive mental health and well-being. We have also begun to implement Thrive across the school, which will be developed and embedded next year.</p>	



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<p>Close the gap in achievement between PP and Non-PP in writing</p> <p>1:1 and small group intervention linked to needs analysis for PP children.</p> <p>INSET to focus on most effective Wave 1 provision.</p> <p>Increase staffing ratios in class 1 to ensure early identification and 'catch up' provision where necessary.</p> <p>Further increase the opportunities for oracy within classes through staff training.</p> <p>Small group phonics intervention/teaching.</p> <p>Additional reading support during school reading sessions to broaden vocabulary and accelerate reading progress.</p>	<p>End of year data. Gap reduced by 10%.</p> <p>Writing data for PP and Non-PP</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th><th style="background-color: #ffffcc;">PP</th><th style="background-color: #ffffcc;">Non-PP</th></tr> </thead> <tbody> <tr> <td>Year R (1 PP)</td><td style="background-color: #ffffcc;">100%</td><td style="background-color: #ffffcc;">78%</td></tr> <tr> <td>Year 1 (1 PP)</td><td style="background-color: #ffffcc;">100%</td><td style="background-color: #ffffcc;">78%</td></tr> <tr> <td>Year 2 (1 PP)</td><td style="background-color: #ffffcc;">0%</td><td style="background-color: #ffffcc;">81%</td></tr> <tr> <td>Year 3 (0 PP)</td><td style="background-color: #ffffcc;">-</td><td style="background-color: #ffffcc;">69%</td></tr> <tr> <td>Year 4 (3PP)</td><td style="background-color: #ffffcc;">100%</td><td style="background-color: #ffffcc;">75%</td></tr> <tr> <td>Year 5 (1 PP)</td><td style="background-color: #ffffcc;">0%</td><td style="background-color: #ffffcc;">92%</td></tr> <tr> <td>Year 6 (3 PP)</td><td style="background-color: #ffffcc;">67%</td><td style="background-color: #ffffcc;">100%</td></tr> </tbody> </table> <p>Small numbers of children in each class affect percentages but the gap continues to be a concern. Progress data at KS2 in 2019 for PP children is expected to be a concern:</p>				PP	Non-PP	Year R (1 PP)	100%	78%	Year 1 (1 PP)	100%	78%	Year 2 (1 PP)	0%	81%	Year 3 (0 PP)	-	69%	Year 4 (3PP)	100%	75%	Year 5 (1 PP)	0%	92%	Year 6 (3 PP)	67%	100%
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<p>The gap in achievement is still evident , although there are small numbers of children in the PP group. Progress of PP in KS2 is expected to be significantly below 0.</p>																											
<p>We will continue with these strategies as there is still a need to further accelerate progress for specific children to continue to close the gap. There are also other vulnerable children, not in receipt of PP who continue to benefit from this targeted support.</p>																											
<p>This targeted will need to be broadened next year to include reading, writing and maths progress for Pupil Premium children relative to their starting points.</p>																											

iii. Other approaches



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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
Attendance rates for PP and all children are above 96%	<p>Free breakfast club offered to children eligible for PP.</p> <p>Support for families to get children into school where possible</p> <p>Continue to reward and promote good attendance across the school.</p> <p>Have systems in place to transport children to school where issues arise.</p> <p>Pastoral support – Pupil premium pupils whose attendance falls below 96% will be set an attendance target</p>	<p>Analysis of attendance and lateness data</p> <p>Attendance of PP children from September → July was 97.6% compared with 96.2% for all children.</p> <p>There are now no PP children who are consistently late.</p>	<p>We will continue with this. Free places are offered to all PP children.</p> <p>We will continue and deepen this work by setting an attendance target for every pupil who falls below 96%.</p>	



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<p>Financial constraints can mean that some families are not able to provide the broad range of experiences and enrichment opportunities.</p>	<p>Subsidised trips, visits and residential opportunities. Subsidised ASCs and music tuition. Continuation of the Forest Schools Programme across the school for children identified as PP and other children who would benefit – focus on EYs.</p>	<p>Qualitative evidence. Discussion with children and parents. Analysis of take-up. Six families took up the opportunity of a subsidy for the residential visit. We have part-funded music tuition for 2 pupils and have funded the cost of many day visits. We have also funded after school clubs for 6 children including Wild Child, Aspire Football & Adventurers. The Forest Schools programme provided some very positive feedback from children and parents. Qualitative data from the providers demonstrates a clear impact of this programme, particularly relating to social skills and oracy.</p>	<p>We will continue to allow money for enrichment within the 2019-20 PP Spending Plan.</p>	
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