



# Pupil Premium Strategy Statement 2018-19

1. Summary information					
<b>School</b>	Witton Church Walk CE Aided Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£122 040	<b>Date of most recent PP Review</b>	March 2015
<b>Total number of pupils</b>	310 (including EYFS)	<b>Number of pupils eligible for PP currently in school</b>	70 out of 238 (30%)	<b>Date for next internal review of this strategy</b>	July 2019
		<b>Amount received per pupil</b>	£1320		
<b>Total EYPP budget</b>	n/a	<b>Number of pupils eligible for Early Years Pupil Premium</b>	n/a	<b>Number of pupils in School's Early Years Disadvantaged Group</b>	15

2. Current attainment					
<b>End of KS1 Assessment Data 2018</b>					
Context: There were 9/40 (23%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 56% were SEND children.					
		<b>Pupil Premium children at Witton</b>	<b>Non-SEND Pupil Premium children at Witton</b>	<b>All children at Witton</b>	<b>National Average 2016</b>
<b>Reading</b>	Average Scaled Score				
	% reaching expected standard	44%	100%	63%	%
<b>Writing</b>	Average Scaled Score				
	% reaching expected standard	33%	75%	63%	%
<b>Mathematics</b>	Average Scaled Score				
	% reaching expected standard	33%	50%	63%	%

## End of KS2 Assessment Data 2018

Context: There were 18/36 (50%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 27% were SEND children.

		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2018
<b>Reading</b>	Average Scaled Score	98.1	101.5	100.7	
	% reaching expected standard	28%	39%	56%	
<b>Writing</b>	Average Scaled Score	-	-	-	
	% reaching expected standard	39%	54%	61%	
<b>Mathematics</b>	Average Scaled Score	95.7	98.2	98.1	
	% reaching expected standard	33%	46%	47%	
<b>SPAG</b>	Average Scaled Score	97.7	100.7	100.7	
	% reaching expected standard	39%	54%	56%	

Percentage of each year group entitled to Pupil Premium funding	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		24%	29%	25%	33%	33%	33%
		(9/38)	(10/35)	(10/40)	(14/43)	(14/42)	(13/40)

### 1. Barriers to future attainment (for pupils eligible for PP)

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

- A.** At the end of 2017-18, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Reading and Writing was low (with the exception of Year 1 and Year 4 reading) as well as being below that of other pupils in years 2, 3, and 5. This prevents sustained high achievement in reading and writing at the end of KS2, largely due to having poor breadth of vocabulary and a lack of environmental opportunities.

<b>B.</b>	At the end of 2017-18, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Maths was low as well as being below that of other pupils in years 2, 3, and 5. This prevents sustained high achievement in maths at the end of KS2.
<b>C.</b>	Of the pupils eligible for the pupil premium currently in school, 33% also have SEND (Y1- 33%, Y2- 30%, Y3- 50%, Y4- 43%, Y5- 29%, Y6- 15%). Although high expectations are paramount these children have specific barriers to learning and so it is less likely they are able to achieve ARE.
<b>D.</b>	Entry data for the pupils eligible for the pupil premium currently in school shows that 75% were below age related expectations in Speaking; with 30% being significantly below. 64% were below age related expectations in Understanding; 24% being significantly below. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through KS1 and KS2.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Currently 39% of pupils eligible for the pupil premium also have additional needs within the family.
<b>F.</b>	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/ additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.
<b>G.</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (30% of school population is eligible for Pupil Premium Grant and currently 24% are in receipt of FSM). Of all pupil premium children 72% are currently in receipt of free school meals.
<b>H.</b>	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria</b>	

<p><b>A.</b></p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in reading and writing will increase in all year groups.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children.</li> <li>• Individual writing checklists to be completed to ensure development areas are identified quickly and support put in place where needed.</li> <li>• Additional support in reading provided by sixth form students</li> <li>• PP lead to discuss provision and progress of PP children with class teachers</li> <li>• Close monitoring of PP children's English books</li> <li>• Close monitoring of PP children's reading development</li> <li>• Structured conversations for all pupils to be held between class teacher and parents</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings</li> <li>• Interventions will be carried out when needed.</li> </ul>
<p><b>B.</b></p>	<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in maths will increase in all year groups.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children and used to identify gaps promptly.</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• PP lead to discuss provision and progress for PP children with class teachers</li> <li>• Interventions will be carried out when needed, reviewed and evaluated and changed if children not making progress.</li> <li>• Planned afternoon support programme to be delivered by the maths lead for year 6 pupils during the spring term.</li> <li>• MAST qualified teacher to support throughout the school.</li> </ul>

<p><b>C.</b></p>	<p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children.</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo.</li> <li>• Specialist 1:1 teaching provided for targeted pupils</li> <li>• Parent partnership is crucial.</li> <li>• High expectations from all within school.</li> <li>• Attitude towards learning- supported through our creative curriculum; our everyday excellence approach and our 'Pit of Learning' strategy.</li> </ul>
<p><b>D.</b></p>	<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<ul style="list-style-type: none"> <li>• Accelerated progress will be seen in termly data analysis</li> <li>• Discussions at pupil progress meetings about any concerns/ celebrations.</li> <li>• Gap in attainment between disadvantaged and non-disadvantaged groups will close</li> <li>• More detailed observations will be recorded on Tapestry</li> <li>• Activities will be planned to meet gaps</li> <li>• An impact will be seen in all 17 aspects of learning</li> </ul>
<p><b>E.</b></p>	<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<ul style="list-style-type: none"> <li>• Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker.</li> <li>• Increase the amount of parents who will engage with family learning sessions and courses offered by school.</li> <li>• Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams.</li> <li>• Support will be offered to parents in applying for and in receipt of Universal Credit- including access to IT</li> <li>• Linked to staff performance management.</li> </ul>

<b>F.</b>	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> <li>• Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations.</li> <li>• Signpost to courses, training and work placements.</li> <li>• Advertise jobs and support with putting together a CV.</li> <li>• Family support.</li> <li>• Regular half termly meetings with parents to discuss partnership.</li> </ul>
<b>G.</b>	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> <li>• Pupils will experience residential trips and educational visits.</li> <li>• Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed.</li> <li>• Visits to towns and cities, Young Voices, music lessons, art appreciation, environmental experiences (eg. the beach, forests).</li> </ul>
<b>H.</b>	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none"> <li>• Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts ('Only One You' autumn term theme).</li> <li>• Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges.</li> <li>• Pupils will engage with our 'Learning Pit' initiative - positively demonstrating their ability to embrace new challenges and being equipped with strategies to overcome problems and difficulties as well as developing a 'growth mind-set' approach to life.</li> <li>• Pupils will benefit from our 'Heartsmart' approach, which links our behaviour policy with the PSHCE curriculum, enabling them to build resilience, emotional intelligence and actively empathise with others.</li> </ul>

### 3. Planned expenditure

Academic year

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	When will you review implementation?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS1.	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. 'Book and brew' meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2019
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS2	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. 'Book and brew' meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2019

The percentage of pupils eligible for the pupil premium reaching the expected standard and making progress in KS1 and KS2 in reading, writing and maths will increase.	Provision of an additional full time teacher to ensure that class sizes are kept below 28 pupils per class.	Although research from the EEF suggests that class sizes need to be below 20 to benefit from a positive impact on attainment, we believe that with a teacher and teaching assistant for every maths and English lesson (adult to child ratios 1:14 or less), by keeping the class sizes as small as possible, we are maximising the feedback and support each pupil is able to receive.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. 'Book and brew' meetings between PP Lead and class teachers	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2019
<b>Total budgeted cost</b>					See proposed spending document
<b>ii. Targeted support</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</b>	<b>When will you review implementation?</b>
Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	Sarah Johnson (SENCo)  Lisa Kenyon (PP leader)	Ongoing monitoring and review of interventions and support offered. Provision map reviewed at the end of each term or sooner if needed and concerns about progress identified. Learning plans will be reviewed each term.



<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.</p>	<p>All KS1 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. 'Book and brew' meetings between PP Lead and class teachers</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2019.</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.</p>	<p>All KS2 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term. 'Book and brew' meetings between PP Lead and class teachers</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2019.</p>

All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.	Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.	Rationale is based around data that proves the majority of our Early Years disadvantaged pupils enter Nursery or Reception below or significantly below expectations in speaking and understanding. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- sometimes more considerably on children from disadvantaged backgrounds.	Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of Early Years data. Opportunities to talk with an adult throughout the day.	Keeley Selby (Early Years Leader) Lisa Kenyon (PP Leader)	Ongoing monitoring of individual interventions- fully reviewed at the end of each term.
<b>Total budgeted cost</b>					See proposed spending document
<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</b>	<b>When will you review implementation?</b>
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in English and maths will increase.	Development of PP Lead's knowledge and understanding of the impact of disadvantage on learning and well-being, through school's involvement in an action research project led by Manchester University and the Chester Diocese	Regularly updating specialist knowledge and being well informed of current research developments, will have a positive impact on competence, effectiveness and offer an innovative outlook to professionals. Involvement in this project will allow the school to engage in original research developments at a regional and national level.	Completion of school based research project. Disseminating information to all staff. Analysis of assessment data at the end of each term. 'Book and brew' meetings between PP Lead and class teachers	Kathryn Magiera (HT) Lisa Kenyon (PP Lead) Alex Higgins (KS1 class teacher)	Summer 2019

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy, Thera-play and Lego Therapy which involve parents along with their children.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW, Family Learning Lead and Safeguarding Lead.</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Lisa Kenyon (PP Leader)</p>	<p>July 2019</p>
<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>My Views completed with FSW. Children's attitude to learning. Termly progress</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Jo Osborn (Family Learning Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of support offered.</p>

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of programme of activities offered.</p>
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<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Continue with a whole school focus on characteristics of learning, including the learning pit and a growth mindset. In addition, Heartsmart, to be integrated into the school behaviour policy as well as forming the basis of the PSHCE programme of study</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that 'Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.'</p> <p>In addition Emotional intelligence is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.</p> <p>We have also considered information from the Ofsted document 'Unknown children- destined for disadvantage' (July 2016), which acknowledges that achievement in English and maths 'is built on a child's understanding that everyone has something to say – ideas, views and opinions are what make us unique,'</p>	<p>Discussions with children regarding their attitude towards their learning. Discussions with children about the learning pit and characteristics of learning. My Views completed with FSW. Monitoring of PSHCE teaching and learning. Evidence from Heartsmart behaviour table.</p>	<p>Kathryn Magiera (HT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader) Jackie Ellison (FSW) Lyndsey Westron (PSCHE Leader)</p>	<p>On-going review of the impact of the initiatives implemented in school.</p>
<b>Total budgeted cost</b>					<p>See proposed spending document</p>

## Autumn term review

### Actions and Impact:

#### Attainment

	KS1		KS2	
	2018	2019 (on track)	2018	2019 (on track)
Reading	44%	50%	28%	54%
Writing	33%	40%	39%	39%
Maths	33%	40%	33%	39%

#### Progress- this school year

	KS1		KS2	
	Expected	More than expected	Expected	More than expected
Reading	100%	60%	92%	31%
Writing	90%	20%	92%	15%
Maths	100%	30%	92%	-

- PP lead met with class teachers to identify which children would need targeted support. Discussions based around prior attainment and who is on track to make expected or better progress. Actions agreed which will be reviewed during first half of spring term.
- Structured conversations held as Autumn parents' evening- small steps targets agreed. Positive feedback from parents and staff.
- UKS2 maths provision reviewed for spring term- Y6 children split into 3 groups based on prior attainment and KS2 targets. Additional experienced teacher appointed to work alongside current Y5/6 teachers to target pupils during maths lessons. Y5 pupils split into 2 groups of 20, with 2 adults in each class to allow targeted support for pupils.
- All PP children attended Y6 residential visit to Menai
- Action research project has started-

### Next Steps:

- Monitoring of reading
- Complete pupil voice to gather views on curriculum and how it benefits their learning
- Continued monitoring of work books to identify areas for improvement and celebrations with children
- Meetings with class teachers to review progress of children and consider interventions children are having.

## Spring term review

### Actions and Impact:

#### Attainment

	KS1		KS2	
	2018	2019 (on track)	2018	2019 (on track)
Reading	44%		28%	
Writing	33%		39%	
Maths	33%		33%	

#### Progress- this school year

	KS1		KS2	
	Expected	More than expected	Expected	More than expected
Reading	100%	60%	92%	31%
Writing	90%	20%	92%	15%
Maths	100%	30%	92%	-

- Met with class teachers to review input for PP children.
- Structured conversations held as Spring parents' evening- small steps targets reviewed and new targets agreed. Positive feedback from parents and staff.
- UKS2 maths provision continues for first half of summer term- Y6 children split into 3 groups based on prior attainment and KS2 targets. Additional experienced teacher appointed to work alongside current Y5/6 teachers to target pupils during maths lessons. Y5 pupils split into 2 groups of 20, with 2 adults in each class to allow targeted support for pupils. In the second half- Y5 will continue to be taught as small group of 20, with additional support from additional teacher
- Cracking comprehension continues to be taught to streamed groups once each week
- Review of PP completed as part of SIF- See report by S. Williams
- Action research project continues.

### Next Steps:

- Monitoring of focus children- all subjects
- Continued monitoring of work books to identify areas for improvement and celebrations with children
- Meetings with class teachers to review progress of children and consider interventions children are having.
- Shadow class to investigate 'day in the life' of PP child at our school (part of research project)
- Look into link with St Helens- Filling the Gap initiative- activities and food for children during the holidays

4. Review of expenditure				
Previous Academic Year				
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
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS1.	<p>Data for KS1 shows that 70% of disadvantaged children reached the expected standard in reading, compared with non-disadvantaged children where 60% reached the expected standard.</p> <p>In writing, 70% of disadvantaged children achieved the expected standard, compared with 68% for non-disadvantaged children.</p> <p>Data for maths shows that 60% of disadvantaged children reached the expected standard, compared with non-disadvantaged children where 72% reached the expected standard.</p>	Teaching will continue to be monitored and professional development provided for all teaching staff.	



<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.</p>	<p>Quality first teaching and effective use of Teaching Assistants for all lessons in KS2</p>	<p>Data for KS2 shows that 54% of disadvantaged children reached the expected standard in reading, compared with non-disadvantaged children where 70% reached the expected standard.</p> <p>In writing, 54% of disadvantaged children achieved the expected standard, compared with 70% for non-disadvantaged children.</p> <p>Data for maths shows that 46% of disadvantaged children reached the expected standard, compared with non-disadvantaged children where 59% reached the expected standard.</p>	<p>Teaching will continue to be monitored and professional development provided for all teaching staff.</p>	
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in reading, writing and maths will increase.</p>	<p>Provision of an additional full time teacher to ensure that class sizes are kept below 28 pupils per class.</p>	<p>In year progress data shows that in all year groups apart from year 5, over 86% of disadvantaged children made expected or better progress, with 100% of disadvantaged children making expected progress in year 2 and 4 for reading, years 2,3 and 4 for writing and years 1 and 2 for maths.</p>	<p>Provision will continue</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>In KS1 all disadvantaged children with SEND made expected progress in reading, writing and maths, with 50% making more than expected progress in all three subjects.</p> <p>In KS2, 82% of disadvantaged children with SEND made expected progress in reading, with a third making more than expected progress. 85% made expected progress in writing, with a third making more than expected progress and in maths, 79% made expected progress and a third made more than expected progress.</p>	<p>Additional teaching assistant interventions will continue in order to close gaps in children's learning and ensure children have the opportunity to over learn- ensuring basic skills have been learnt.</p> <p>Pre-teach sessions continue to be successful in preparation for maths lessons. This approach has become more established and will continue.</p> <p>I:I specialist teaching has been successful in developing individual children's confidence and through over learning and encouraging metacognition- the children gain from developing a greater understanding of how they learn. This will continue with children being identified following formal assessments, looking at their profile and considering who is likely to benefit from this teaching.</p>	
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The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in reading, writing and maths will increase.

All classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.

Reading- At or above the expected standard			
Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	70%	58%	54%
	100% (40%)	100% (8%)	86% (24%)
Non-PP	60%	67%	70%
	72% (4%)	93% (19%)	94% (26%)

Writing- At or above the expected standard			
Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	70%	50%	54%
	100% (30%)	100% (33%)	94% (18%)
Non-PP	68%	74%	70%
	100% (17%)	93% (30%)	94% (24%)

Maths- At or above the expected standard			
Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	60%	58%	46%
	100% (20%)	92% (25%)	96% (26%)
Non-PP	72%	74%	59%
	100% (13%)	85% (11%)	100% (34%)

Teaching assistants work with all children and support the class teachers in being able to differentiate tasks and provide support effectively. Teaching Assistants work with groups of focus children during maths and English lessons, as well as delivering pre-teach and follow up sessions which address gaps in pupils learning. Tailor made interventions may also be delivered where needed on a 1:1 or small group basis.

Teaching Assistants also work with children to support their emotional and social development, which has a positive impact on their confidence and readiness for learning.

This deployment of teaching assistants will continue.

All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.	Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.	85% of disadvantaged EYFS children made expected progress in Understanding, with 77% making more than expected progress.  In Speaking, 85% of disadvantaged children made expected progress, with 77% making more than expected progress.	Specialist speaking and listening teaching will continue on a 1:1 and small group basis.	
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<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>
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in English and maths will increase.	Development of PP Lead's knowledge and understanding of the impact of disadvantage on learning and well-being, through school's involvement in an action research project led by Manchester University and the Chester Diocese.	Project has just moved into the action research aspect, following input throughout the year regarding current research into the impact of poverty on education.	This project will continue throughout the next school year, where the action research will be completed.	

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice.</p> <p>Offer Therapeutic Intervention sessions, for example Play Therapy, Theraplay and Lego Therapy which involve parents along with their children.</p>	<p>'1,2,3 magic' course delivered twice throughout the year, attended by 16 parents who all had positive feedback about the impact the course had had on their family.</p> <p>FSW has provided ongoing day to day support for children in school with behaviour needs ensuring that the children have remained in school and accessed learning activities.</p> <p>FSW has provided support during transition periods for children, between year groups within school and between schools.</p> <p>FSW has provided support throughout school holidays to a number of children and families.</p> <p>Time with the school therapy dog has been provided with FSW, which has impacted positively on a large number of children.</p> <p>'Next steps' cards have been used to allow children to identify their own problems/ concerns and support them in coming up with their own solutions (these may involve school, home, the community, friends)</p> <p>FSW established links with Morrison's supermarket, to provide free fruit for KS2 pupils, alongside a link with Aldi, who provide food bags on a weekly basis.</p> <p>FSW supports the attendance policy by carrying out home visits to ensure that children are in school.</p>	<p>FSW is invaluable in providing the necessary support for a number of families. This role will continue to provide support on a daily basis for children and parents and will continue to offer provision of courses addressing the needs of our families- children and parents.</p>	
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<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence.</p> <p>Hosting family learning opportunities.</p>	<p>Family learning opportunities were provided throughout the year including English and an accredited maths course (those who completed, have the opportunity to go on to access a funded TA training course). In addition, KS1 maths workshops for parents were attended by 20 parents.</p> <p>Angels and Guardians- mums and tots group continues weekly, with a wide ranging timetable of themes and events being offered to families who attend.</p>	<p>Family Learning opportunities will continue to be provided.</p> <p>Angels and Guardians group will continue- taking feedback from families who attend regarding the themes and activities that are included.</p>	
<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>All pupil premium children received a part funded place on residential visits in years 2, 4 and 6, with subsidies also in place for any trips or visits where a cost was involved. This ensured all children benefited from these experiences.</p> <p>Funding is also provided for individual children to enable attendance at clubs/ lessons where a cost is in place.</p>	<p>Funding for visits and residential visits will continue.</p>	
<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Continue with a whole school focus on characteristics of learning, including the learning pit and a growth mindset. In</p>	<p>Number of children being given amber warnings and red has decreased considerably, following review of behaviour policy in line with Heartsmart principles.</p>	<p>Initiatives will continue.</p>	

	addition, Heartsmart, to be integrated into the school behaviour policy as well as forming the basis of the PSHCE programme of study			
<b>5. Additional detail</b>				

In this section you can annex or refer to **additional** information which you have used to support the sections above.