

Review of expenditure		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Evidence collected via lesson observations, performance management, learning walks, book moderation and data tracking indicate that the vast majority of teaching is good or better.</p> <p><i>Recent Ofsted report (Jan 2018) states 'Leaders and teachers track closely the progress that every pupil makes, as well as tracking the progress of different groups of pupils, such as those that are eligible for the additional pupil premium.'</i></p> <p>EYFS ELGs - Achieved GLD: 3/6</p> <p>Y1 Maths personal: 2/3 Reading personal: 2/3 Writing personal: 2/3 Y1 Maths national: 2/3 Reading national: 2/3 Writing national: 2/3 (1 child working at emerging level in EYFS)</p> <p>Y2 Maths personal: 3/3 Reading personal: 1/3 Writing personal: 3/3 Y2 Maths national: 1/3 Reading national: 1/3 Writing national: 1/3</p> <p>Y3 Maths personal: 3/3 Reading personal: 3/3 Writing personal: 3/3 Y3 Maths national: 3/3 Reading national: 3/3 Writing national: 3/3</p> <p>Y4 Maths personal: 7/9 Reading personal: 8/9 Writing personal: 5/9 Y4 Maths national: 6/9 Reading national: 8/9 Writing national: 5/9</p> <p>Y5 Maths personal: 5/6 Reading personal: 4/6 Writing personal: 4/6 Y5 Maths national: 4/6 Reading national: 2/6 Writing national: 2/6</p> <p>Y6 Maths personal: 6/6 Reading personal: 6/6 Writing personal: 5/6 Y6 Maths national: 5/6 Reading national: 5/6 Writing national: 3/6</p>	<p>In response to our SDP targets, teachers have a number of strategies to monitor PP pupils closely such as marking books first, filling in termly paperwork and ensuring all staff working within classrooms are fully aware of PP pupils and their specific needs.</p> <p>All staff received Thrive training which better equipped everyone to identify children with social and emotional issues and respond with successful strategies.</p>	£800
2. Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

<p>Teacher assistant support: Our 'Adopt a year six' programme run by TA's support children with PP and not achieve FFT 20% percentile results. General support and intervention within class with a focus on SEN, PP and HA with the majority of children making their personal targets.</p> <p>Teacher Support: Year 2 phonic screening re-takes improved results on previous years.</p> <p>Thrive: We have three trained members of staff and a lead Thrive practitioner who work on a weekly basis with PP and not pupils to support children with social and emotional needs. These staff also liaise with teaching staff to improve provision in class and complete regular assessments.</p>	<p>"Knowing about PP children made me tune in more to their needs and abilities. During group tasks I was more aware of these pupils. For instance, watching them closely to monitor whether they could access and complete tasks they were given." EYFS TA.</p> <p>Teachers continue to ensure all staff in their classroom are aware of who the PP children are and their vulnerabilities. For example, class lists / documentation created for classroom use (reading lists / guided groups) feature highlighted pupil premium names. When seeking feedback from TAs, teachers ensure PP children are discussed.</p>	<p>£23770 £3000 £5,600</p>
3. Attendance		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>94.8% PP attendance for 2017- 2018</p> <p>PP pupils with a lower attendance, the majority have multiple disadvantage e.g. physical or medical needs.</p> <p>Recent Ofsted report (Jan 2018) states: "Disadvantaged pupils attendance is close to that of pupils nationally."</p>	<p>Attendance is monitored closely on a termly basis. Any child who is not in school is flagged up by the office team and if whereabouts not known a phone call home is made in the morning. This has been successful in monitoring pupils absenteeism and highlight any persistent absence, therefore making parents/carers directly aware that we are monitoring.</p>	
4. Enrichment		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>The family Liaison Fund has helped numerous families to access and participate in a range of enrichment activities, both within and outside of school (music lessons, school trips and sports clubs). For some children, access to Play Rangers has provided respite or opportunities to extend school hours. Enrichment afternoons are provided for all children in our school. Pupil Premium children are considered first when organising additional enrichment activities, for example: 1:1 reading with RSVP organisation, sports events and drama opportunities.</p>	<p>Providing PP children with enrichment opportunities has certainly helped them to become more confident young children and make good academic progress in a range of areas. For some PP children, having exposure to new and varied activities (e.g. Lego Robotics Festival) has empowered the children to look beyond their day-to-day life and be open-minded to new opportunities. "My friend and I did the 'Girls Can Do' event at The Royal High School. It was fun doing the sports!" Y5 pupil. "I loved doing my own programmes and working with the different robots on the Lego Robotics event." Y4 pupil. Due to ongoing monetary constraints, we can no longer offer the individual Liaison Fund to families. However, we will endeavour to ensure that PP children continue to access events and opportunities outside of the school timetable, and where needed, direct families to charities and support organisations.</p>	<p>£7750 Plus use of charities and targeted fund raising</p>

1. Additional detail

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

Open door relationships with parents is central to our ethos. Parents feel able to engage with us in regards to their child's individual needs on a regular basis. For PP pupils, that relationship is ever more important because of their possible multiple vulnerabilities which may impact on their learning and emotional wellbeing. Recent Ofsted report (Jan 2018) states: "Your open communications with parents and commitment to making sure their children achieve their best meant that the overwhelming majority of parents are confident in the school's leadership and would recommend the school to other parents."

We have very strong links with outside agencies which support us to access advice and services (Brighter Futures, Southside etc.) to help us provide for our young people.

"In English I found it hard sometimes. Most of the TAs helped me to get started or give me ideas." Y5 child.

"In maths, I had help as part of a group to help me get the hang of things." Y4 child.