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| **Summary information** |
| **Academic year**  | 2018 - 2019 | **Total PP budget** | £13,500 |
| **Total number of pupils** | 141 | **Total number of pupils eligible for PP** | 8 |
| **Review of expenditure** |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **Impact** | **Lessons learned/next steps** |
| A. Pupil Premium pupils to develop strong attitudes towards live long learning and build robust learning habits through our school values and learning ethos. | 1) High quality teaching through investment in staff CPD. HIAS Inspector training “Living up to Outstanding” Plan and teach resilience habits | 1. High, positive impact for all staff. Staff’s knowledge and understanding of resilience has improved and developed as seen in monitoring of teaching and learning.
 | Continued CPD next year. Continue to embed good practice. Leader in Me training focus for 2019 – 2020. |
| 2) Teachers released for pupil progress review sessions 3 x a year | 2) Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions ensuring bespoke individualised provision. | Continue with staff and embed with new staff. |
| C. Higher rates of rapid progress across the school for PP pupils. | 1) Enhance literacy skills through literacy texts as well as topics meeting PP pupils’ diverse needs and interests.  | 1) In Key Stage 1 all pupils eligible for PP funding made expected progress in reading, writing and maths and in line with their peers.In Key Stage 2 the vast majority of pupils eligible for PP funding made expected or better progress from their individual starting point. This was broadly in line with their peers.  | Continue to ensure good progress for those pupils eligible for PP funding, and that they are on track to make at least expected progress from their starting points. |
| **Desired outcome** | **Chosen action/approach** | **Impact** | **Lessons learned/next steps** |
|  | 2) LSA intervention support. | 2) A number of PP pupils are achieving highly at school and in order to achieve their potential, are provided with additional experiences outside the classroom to challenge them. Please see above. | Continue to ensure good progress for those pupils eligible for PP funding, and that they are on track to make at least expected, if not more progress from their starting points. |
| E. All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience | 1) Art Club | 1) Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. PP pupils targeted to attend. | Audit of school clubs attendance and activities across the academic year 2018 - 2019 to ensure all pupils eligible for PP funding are accessing some form of clubs/activities in the coming academic year |
| 2) Choir | 2) Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. PP pupils targeted to attend. |
| 3) Road safety Officer training | 3)1 pupil received training to disseminate to the school. PP pupil targeted to attend. |
| 4) Dance Club | 4) 1 pupil attended extra-curricular dance club and took part in performances in and out of school. |
| 1. **Targeted support**
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| B. To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate | 1) ELSA/counselling therapyand training to support pupils and families. | 1) To boost the self-esteem and resilience of learners who fear taking risks. | Continue to invest in ELSA provision as it has an impact on pupils SEMH.  |
|  | 2) Inclusion Manager to attend SENCO Circle support group run by HIEPS. | 2) Inclusion Leader to remain current and updated with national and LA provision. Able to sign post staff/pupils/parents to current support available. | Continue to invest to ensure up-to-date information. |
|  | 3) Consultation and reports from Educational Psychologist | 3) High impact for individual pupils to receive the professional support and advice they need to overcome barriers and progress. | Continue to provide in new academic year. |
| **Desired outcome** | **Chosen action/approach** | **Impact** | **Lessons learned/next steps** |
| C. Higher rates of rapid progress across the school for PP pupils | 1) Additional 5 hours LSA hours in Years 4/5/6 each week. | 1) In Key Stage 2 the vast majority of pupils eligible for PP funding made expected or better progress from their individual starting point. This was broadly in line with their peers. | Continue to ensure capacity is built into LSA team to invest support in KS2. |
| D. Attendance rates for all PP children to be at target or above 96% in line with the rest of the school  | Tightly monitored attendance by Admin team with follow up support work by HT and Inclusion Leader. | The vast majority of pupils eligible for PP funding have attendance rates in line with or above their non-PP peers for the year. 2 pupils have been identified as having attendance of 95% and 93% (below the average for the whole school). These families will receive attendance advice and support. | To continue to monitor and improve the attendance for pupils eligible for PP funding. Advice and support given to families falling below 96%. |
| E. All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience. | 1) Subsidised school visits, transport, workshops and enriched curriculum activities. | 1) Impact; pupils eligible for PP funding have benefitted from many wider life opportunities throughout the year for enhanced learning, independence and social skills, building esteem, confidence and resilience | Continue to ensure pupils have access to a wider life opportunities and experiences as they benefitted from them across this academic year.. |
|  | 2) HMS Music teacher Y4/5 | 2) Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence and resilience. High impact. Pupils enjoyed drumming and performing their skills to the school. |