

1. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non- disadvantaged children nationally.	Introduce a mastery curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year.	See data below	See data below Individual tracking has helped to break down some of the learning barriers for individual children. Staff more of an awareness of their PP children and subsequent barriers.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost

To continue to develop a broad and balanced curriculum, fit for purpose for all, including pupils eligible for PP, which bridges the gap in cultural capital. To build on the language and oracy of our disadvantaged learners	An enquiry based curriculum which puts learning into a clear context. In Y6 each child will have the opportunity to attend the theatre in London. To introduce a blogging club which will be broadcast on our Anomaly screen each week. Key vocabulary decided as art of all aspects of the curriculum and this to be modelled by staff.	The curriculum needs to be deeper and provide children with more knowledge in line with the Ofsted Framework. Monitoring shows that standards are similar in all subjects across the curriculum. Children loved attending the theatre in London and pupil voice captured their experience. Many children had not attended before so it was an amazing opportunity. Staff understand the importance of oracy and this can be seen in aspects of the curriculum. <u>PP/EYFS Speaking</u> <table border="1"> <thead> <tr> <th colspan="5">EYFS Speaking</th> </tr> </thead> <tbody> <tr> <td colspan="2">0.0% 0/6</td> <td colspan="3">100.0% 6/6</td> </tr> <tr> <td colspan="2">0.0% 0/6</td> <td>100.0% 6/6</td> <td colspan="2">0.0% 0/6</td> </tr> <tr> <td>0.0% 0/6</td> <td>0.0% 0/6</td> <td>100.0% 6/6</td> <td>0.0% 0/6</td> <td>0.0% 0/6</td> </tr> </tbody> </table>	EYFS Speaking					0.0% 0/6		100.0% 6/6			0.0% 0/6		100.0% 6/6	0.0% 0/6		0.0% 0/6	0.0% 0/6	100.0% 6/6	0.0% 0/6	0.0% 0/6	Break down curriculum progression further to ensure key knowledge and skills are taught. Unfortunately this was not possible due to time commitments of staff.	
EYFS Speaking																								
0.0% 0/6		100.0% 6/6																						
0.0% 0/6		100.0% 6/6	0.0% 0/6																					
0.0% 0/6	0.0% 0/6	100.0% 6/6	0.0% 0/6	0.0% 0/6																				

To ensure Pupil Premium (PP) children, of all abilities, are making accelerated progress and narrowing the gap with non-PP children. Pre-learning each morning from 8:30am – 8:50am run by teachers	Intervention TA's to provided targeted interventions. Introduce pupil premium record cards to track children throughout their school journey. Assign a member of staff to each pupil premium child so that they can touch base each day.	See data for PP children in maths	Pre-learning to link to reading next year – link to oracy.	
c) To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and poor behaviour choices. To ensure <u>disadvantaged learners</u>	Continue to provide a pastoral team, working from The Sanctuary, for disadvantaged and vulnerable children to ensure high levels of engagement in learning by tailoring provision to individual needs.	Part way through the year our Pastoral Manager qualified as a teacher which met the Sanctuary provision ceased. TAs were used to support disengaged children. 1 child had 2 fixed term exclusions in Autumn by has had none since due to the engagement with his TA.		

To provide children vulnerable to exclusion with alternative provision to help re-engage them in learning.	Make use of alternative provision to meet the individual needs of vulnerable children e.g. forest school, equine therapy, counselling and trauma recovery.	See above Use of Forest Schools has effectively reengaged two children who have had fixed term exclusions this year.	Continue Forest Schools but look at how we use entry and exit data to show impact.	
				£52,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

To provide support for children in the importance of healthy diet and exercise To develop and support the emotional health and well-being of disadvantaged learners.	Introduction of the Daily Mile Achieve Healthy Schools Silver Award – looking at lunch boxes, snack trolley and PTFA run events Introduce a Thrive Approach for Mental Health alongside a trained ELSA. PSHE curriculum to include teaching children about mental health.	Submitted Healthy Schools Award – Silver – awaiting to hear results. See Case Study and data for JS and RK to show impact.		
To develop clear metacognition and self-regulation strategies for learners.	CPD for staff on how to the EEF recommendations. Use of EEF planning format.	In some classes children show metacognition and self-regulations strategies. This has been disseminated to support teachers in other classes. There has not be as much impact for certain groups of children.		

To raise the aspirations of disadvantaged children. Arranged for w/b: 25th February	Careers Week in February 2019 where different members of the local area will come to talk about career possibilities and how to achieve them. Pupil Conference all PP children beforehand to unpick barriers and what the children want to achieve when they are older. Subsidised school trips to allow our disadvantaged learners high quality experiences.	PP children have experienced a wide range of trips which allowed to the access their learning in a deeper way. Careers Week was successful and the children could identify careers they may be interested in when they were older. To be run again 2020-2021.		
				£6,360

Additional detail including impact data

2. REVIEW AND IMPACT OF 2018- 2019 PUPIL PREMIUM STRATEGY

Key Stage 2

Awaiting ASP data – Nov 2019

Whole School

Writing ARE comparison and progress	Baseline: End of Year Final 2017/2018				End point: End of Year Final 2018/2019				Progress
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [192 100.0%]	14.8	15	-0.2	-	17.7	17.8	-0.1	=	+3.2
Pupil Premium and Service Children [42 21.9%]	14	15.6	-1.6	-	16.8	18.5	-1.7	-	+2.9
NOT Pupil Premium and Service Children [150 78.1%]	15	14.9	+0.2	+	18	17.6	+0.4	+	+3.3
Pupil Premium [42 21.9%]	14	15.6	-1.6	-	16.8	18.5	-1.7	-	+2.9
NOT Pupil Premium [150 78.1%]	15	14.9	+0.2	+	18	17.6	+0.4	+	+3.3
FSM [42 21.9%]	12	13.7	-1.6	-	14.7	16.2	-1.4	-	+3.1
NOT FSM [150 78.1%]	15.5	15.4	+0.1	=	18.6	18.3	+0.3	+	+3.3
PP SEN [12 6.3%]	12.7	15.8	-3.1	--	14.8	18.8	-3.9	--	+2.2
PP NOT SEN [30 15.6%]	14.6	15.5	-1.0	-	17.6	18.4	-0.8	-	+3.2
NOT PP SEN [16 8.3%]	12.4	15	-2.6	-	13.8	17.2	-3.4	--	+1.9
NOT PP NOT SEN [134 69.8%]	15.3	14.8	+0.5	+	18.5	17.7	+0.8	+	+3.5

- Pupil Premium children made slightly less progress than those of their peers by -0.3 points.
- FSM made slightly less progress than those of their peers by -0.1 progress
- FSM have outperformed PP children by +0.2
- PP NOT SEN have performed in line with their peers.

Reading ARE comparison and progress	Baseline: End of Year Final 2017/2018				End point: End of Year Final 2018/2019				Progress
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [192 100.0%]	15.1	15	+0.1	=	18.2	17.8	+0.4	+	+3.4
Pupil Premium and Service Children [42 21.9%]	14.3	15.5	-1.2	-	17.2	18.5	-1.3	-	+2.9
NOT Pupil Premium and Service Children [150 78.1%]	15.3	14.8	+0.5	+	18.5	17.6	+0.9	+	+3.5
Pupil Premium [42 21.9%]	14.3	15.5	-1.2	-	17.2	18.5	-1.3	-	+2.9
NOT Pupil Premium [150 78.1%]	15.3	14.8	+0.5	+	18.5	17.6	+0.9	+	+3.5
FSM [42 21.9%]	12.3	13.6	-1.4	-	15.1	16.2	-1.1	-	+3.3
NOT FSM [150 78.1%]	15.8	15.3	+0.5	+	19.1	18.3	+0.9	+	+3.4
PP SEN [12 6.3%]	12.7	15.8	-3.1	--	14.6	18.8	-4.2	--	+1.9

PP NOT SEN [30 15.6%]	15	15.4	-0.4	-	18.3	18.4	-0.1	=	+3.3
NOT PP SEN [16 8.3%]	12.7	15	-2.3	-	14.5	17.2	-2.7	-	+2.3
NOT PP NOT SEN [134 69.8%]	15.6	14.8	+0.8	+	19	17.7	+1.3	+	+3.6

- Pupil Premium children made slightly less progress than those of their peers by -0.5 points.
- FSM made slightly less progress than those of their peers by -0.1 progress
- FSM have outperformed PP children by +0.4. This is in line PP NOT SEN.

Maths ARE comparison and progress	Baseline: End of Year Final 2017/2018				End point: End of Year Final 2018/2019				Progress
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [192 100.0%]	15	15	+0.1	=	18.1	17.8	+0.3	+	+3.3
Pupil Premium and Service Children [42 21.9%]	14.2	15.6	-1.4	-	17.1	18.5	-1.4	-	+3.0
NOT Pupil Premium and Service Children [150 78.1%]	15.3	14.8	+0.5	+	18.4	17.6	+0.7	+	+3.4
Pupil Premium [42 21.9%]	14.2	15.6	-1.4	-	17.1	18.5	-1.4	-	+3.0
NOT Pupil Premium [150 78.1%]	15.3	14.8	+0.5	+	18.4	17.6	+0.7	+	+3.4
FSM [42 21.9%]	12.1	13.5	-1.4	-	14.8	16.2	-1.3	-	+3.1
NOT FSM [150 78.1%]	15.8	15.3	+0.4	+	19	18.3	+0.7	+	+3.3
PP SEN [12 6.3%]	12.9	15.8	-2.9	-	15	18.8	-3.8	--	+2.1
PP NOT SEN [30 15.6%]	14.8	15.5	-0.8	-	18	18.4	-0.4	-	+3.3
NOT PP SEN [16 8.3%]	12.8	14.8	-1.9	-	14.9	17.2	-2.3	-	+2.5
NOT PP NOT SEN [134 69.8%]	15.5	14.8	+0.7	+	18.7	17.7	+1.1	+	+3.4

- Pupil Premium children made slightly less progress than those of their peers by -0.3 points.
- FSM made slightly less progress than those of their peers by -0.2 progress
- FSM have outperformed PP children by +0.1.
- PP NOT SEN have performed in line with their peers.

[13] At or Above ARE : Key Groups

No filter

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
188	82	106	42	146	12	30	0	188
ALL 67.6% [127]	ALL 56.1% [46]	ALL 76.4% [81]	ALL 35.7% [15]	ALL 76.7% [112]	ALL 0% [0]	ALL 50% [15]	ALL [0]	ALL 67.6% [127]
WR 70.7% [133]	WR 56.1% [46]	WR 82.1% [87]	WR 42.9% [18]	WR 78.8% [115]	WR 8.3% [1]	WR 56.7% [17]	WR [0]	WR 70.7% [133]
RE 73.9% [139]	RE 63.4% [52]	RE 82.1% [87]	RE 45.2% [19]	RE 82.2% [120]	RE 0% [0]	RE 63.3% [19]	RE [0]	RE 73.9% [139]
MA 73.4% [138]	MA 67.1% [55]	MA 78.3% [83]	MA 38.1% [16]	MA 83.6% [122]	MA 0% [0]	MA 53.3% [16]	MA [0]	MA 73.4% [138]
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
40	148	19	7	0	26	162	11	177
ALL 37.5% [15]	ALL 75.7% [112]	ALL 10.5% [2]	ALL 0% [0]	ALL [0]	ALL 7.7% [2]	ALL 77.2% [125]	ALL 63.6% [7]	ALL 67.8% [120]
WR 45% [18]	WR 77.7% [115]	WR 15.8% [3]	WR 0% [0]	WR [0]	WR 11.5% [3]	WR 80.2% [130]	WR 72.7% [8]	WR 70.6% [125]
RE 47.5% [19]	RE 81.1% [120]	RE 15.8% [3]	RE 14.3% [1]	RE [0]	RE 15.4% [4]	RE 83.3% [135]	RE 63.6% [7]	RE 74.6% [132]
MA 37.5% [15]	MA 83.1% [123]	MA 31.6% [6]	MA 14.3% [1]	MA [0]	MA 26.9% [7]	MA 80.9% [131]	MA 63.6% [7]	MA 74% [131]

Attendance:

[5] Attendance by Key Groups

No filter

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
95.8%	94.9%	96.5%	95.5%	95.9%	96.9%	95%	-	95.8%
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
94.9%	96%	94.9%	79.6%	-	90.7%	96.6%	96.3%	95.8%
In Care	NOT In Care	Low KS1 APS	Mid KS1 APS	High KS1 APS	Custom Group: sanctuary201617			
90%	96%	92.7%	96.6%	97.9%	97.6%			

PP attendance has risen from 90.6% in 2017-2018 to 95.5% which is almost in line with the whole school.

PP with SEN attendance was 85.3% in 2017-2018 which has risen to 96.9% in 2018-2019. This is a 13% increase.

FSM attendance has risen by 7% from 2017-2017 to 2018-2019.