

CORNERSTONE CE PRIMARY: Pupil Premium strategy statement Autumn 2020

| 1. Summary information | | | | | |
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| School | CORNERSTONE CE PRIMARY SCHOOL | | | | |
| Academic Year | 2020-2021 | PP budget (Financial Year 2020-2021) | £19.345 | Total PP budget spent | £ |
| Total number of pupils | 192 | Number of pupils eligible for PP | 21 | Date for next internal review of this strategy | March 2021 |

| 2. Latest external attainment data (Summer 2019) | | |
|---|---|--|
| | <i>Pupils eligible for PP (Y2: 1 and Y6: 2)</i> | <i>National Average for all pupils</i> |
| % achieving Age Related Expectations or above in reading, writing and maths in Y2 | 100% | 65% |
| % achieving Age Related Expectations or above in reading in Y2 | 100% | 75% |
| % achieving Age Related Expectations or above in writing in Y2 | 100% | 69% |
| % achieving Age Related Expectations or above in maths in Y2 | 100% | 76% |
| % achieving Age Related Expectations or above in reading, writing and maths in Y6 | 100% | 65% |
| % achieving Age Related Expectations or above in reading in Y6 | 100% | 73% |
| % achieving Age Related Expectations or above in writing in Y6 | 100% | 78% |
| % achieving Age Related Expectations or above in EGPS in Y6 | 100% | 78% |
| % achieving Age Related Expectations or above in maths in Y6 | 100% | 79% |

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2020-2021

In-school barriers

- A.** Wide range of attainment, and level of support during school closure due to Covid-19, in this small group of pupils requires personalised approaches, and makes identifying and stating general trends for Pupil Premium complex.
- B.** Some PP pupils also have SEND needs and additional strategies / support in place.

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> | | | | | |
|-----------|--|-------------------------|--------|--------|--------|--------|--------|
| A. | Improve knowledge, skills and application of Reading by those Pupil Premium pupils who have not previously reached the End of Year Expected standard (EYE). | | Y2 (2) | Y3 (3) | Y4 (3) | Y5 (6) | Y6 (3) |
| | | EYE | 50% | 33% | 100% | 50% | 33% |
| | Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard (EYE). | | Y2 (2) | Y3 (3) | Y4 (3) | Y5 (6) | Y6 (3) |
| | | EYE | 50% | 33% | 100% | 50% | 0% |
| C. | Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard (EYE). | | Y2 (2) | Y3 (3) | Y4 (3) | Y5 (6) | Y6 (3) |
| | | EYE | 50% | 67% | 67% | 50% | 0% |

5. Planned expenditure

Academic year

2020-2021

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 (2020-2021)

| 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? |
|--|---|--|---|---|--------------------------------------|
| <p>Improve knowledge, skills and application of Reading by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, and external training. (£250).</p> <p>English Leader to continue supporting staff with planning / assessing for specific pupils. (£500)</p> <p>Planning systems and teaching progressions for individual, guided group and whole class reading sessions are developed across the school.</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£750)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions. (£500)</p> <p>SENDCo to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.</p> <p>Fine tuning documents will help identify gaps / barriers which can inform lessons and interventions.</p> <p>PP attainment and progress remains high profile for class teachers and the leadership of the school.</p> <p>Some of the PP pupils are lower attainers / borderline SEND.</p> <p>Some of PP pupils are lower attainers and have gaps in the previous year's curriculum.</p> | <p>Monitoring of SDMs, INSETs and evaluations of coaching and training.</p> <p>Whole school monitoring by English Leader and HT.</p> <p>Whole school monitoring by English Leader and HT.</p> <p>Coaching evaluations.</p> <p>Monitoring of documents by English Leader, SENDCo and HT.</p> <p>Pupil Achievement Meetings.</p> <p>Monitoring of teaching and interventions by SENDCo.</p> <p>Monitoring by SENDCo and Pupil Achievement meetings.</p> | <p>Fran Pretty</p> <p>Sarah Southall</p> <p>Tim Clarke</p> <p><i>Rosina Gilbert</i></p> <p><i>Hannah Butcher</i></p> <p><i>Ellen Flowers</i></p> <p><i>Henry Penfold</i></p> <p><i>Fiona Phippen</i></p> <p><i>Tamara Goddard</i></p> | <p>March 2021</p> |

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| <p>Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, and external training. (£250).</p> <p>English Leader to continue supporting staff with planning / assessing for specific pupils. (£500)</p> <p>Re-establish the new "Writing Hands" (Must Haves) for whenever pupils are w writing to develop and secure good writing habits.</p> <p>Planning systems and teaching progressions for spelling, punctuation and grammar are used consistently across the school.</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£750)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions. (£500)</p> <p>SENDCo to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Develop and embed good habits of applying basics whenever writing.</p> <p>Grammar and spelling are the aspects of writing that are not as strong across the school.</p> <p>Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.</p> <p>Fine tuning documents will help identify gaps / barriers which can inform lessons and interventions.</p> <p>PP attainment and progress remains high profile for class teachers and the leadership of the school.</p> <p>Some of the PP pupils are lower attainers / borderline SEND.</p> <p>Some of PP pupils are lower attainers and have gaps in the previous year's curriculum.</p> | <p>Monitoring of SDMs, INSETs and evaluations of coaching and training.</p> <p>Whole school monitoring by English Leader and HT.</p> <p>Whole school monitoring by English Leader and HT.</p> <p>Coaching evaluations.</p> <p>Monitoring of documents by English Leader, SENDCo and HT.</p> <p>Pupil Achievement Meetings.</p> <p>Monitoring of teaching and interventions by SENDCo.</p> <p>Monitoring by SENDCo and Pupil Achievement meetings.</p> | <p>Fran Pretty</p> <p>Sarah Southall</p> <p>Tim Clarke</p> <p><i>Rosina Gilbert</i></p> <p><i>Hannah Butcher</i></p> <p><i>Ellen Flowers</i></p> <p><i>Henry Penfold</i></p> <p><i>Fiona Phippen</i></p> <p><i>Tamara Goddard</i></p> | <p>March 2021</p> |
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| <p>Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, and external training. (£500).</p> <p>Maths Team to continue supporting staff with planning / assessing for specific pupils. (£500)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during PAMs and monitoring / staff development actions. (£500)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Fine tuning documents will help identify gaps / barriers which can inform lessons and interventions.</p> <p>PP attainment and progress remains high profile for class teachers and the leadership of the school.</p> <p>Some of the PP pupils are lower attainers / borderline SEND.</p> <p>Some of PP pupils are lower attainers and have gaps in the previous year's curriculum.</p> | <p>Evaluations of coaching and training.</p> <p>Monitoring of documents by English Leader, SENDCo and HT.</p> <p>Pupil Achievement Meetings.</p> <p>Monitoring of teaching and interventions by SENDCo.</p> <p>Monitoring by SENDCo and Pupil Achievement meetings.</p> | <p>Hannah Butcher</p> <p>Tamara Goddard</p> <p>Fran Pretty</p> <p>Sarah Southall</p> <p>Tim Clarke</p> <p><i>Rosina Gilbert</i></p> <p><i>Ellen Flowers</i></p> <p><i>Henry Penfold</i></p> <p><i>Fiona Phippen</i></p> | <p>March 2021</p> |
| Total budgeted cost | | | | | £5,500 |

| ii. Targeted support (2020-2021) | | | | | |
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| 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? |
| Improve knowledge, skills and application of Reading by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | <p>After school Tutoring sessions for targeted pupils in all classes (Catch-Up premium funding).</p> <p>Teacher individual and group support for targeted pupils in all classes. (£3500)</p> <p>HT intervention sessions with targeted pupils in Y6 (£500)</p> <p>LSA class support for targeted pupils in all classes. (£300)</p> | <p>Tutoring sessions are targeted at pupils whose learning needs are greatest.</p> <p>Teachers will make PP pupils a priority for teaching, in class support and feedback.</p> <p>LSA support time provided to be targeted flexibly to support development of knowledge and skills in class lessons.</p> | <p>Monitoring of teaching and learning.</p> <p>Planning and assessment discussions between support staff and class teachers.</p> <p>Discussions with staff re progress and analysis of pupil outcomes at Pupil Achievement Meetings.</p> | <p>Fran Pretty</p> <p><i>Sarah Southall</i> <i>Fiona Lamey</i> <i>Rosina Gilbert</i> <i>Hannah Butcher</i> <i>Ellen Flowers</i> <i>Henry Penfold</i> <i>Fiona Phippen</i> <i>Tamara Goddard</i> <i>Tim Clarke</i></p> | March 2021 |
| Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | <p>After school Tutoring sessions for targeted pupils in all classes (Catch-Up premium funding)</p> <p>Teacher individual and group support for targeted pupils in all classes. (£3500)</p> <p>HT intervention sessions with targeted pupils in Y6 (£500)</p> <p>LSA class support for targeted pupils in all classes. (£300)</p> | <p>Tutoring sessions are targeted at pupils whose learning needs are greatest.</p> <p>Teachers will make PP pupils a priority for teaching, in class support and feedback.</p> <p>LSA support time provided to be targeted flexibly to support development of knowledge and skills in class lessons.</p> | <p>Monitoring of teaching and learning.</p> <p>Planning and assessment discussions between support staff and class teachers.</p> <p>Discussions with staff re progress and analysis of pupil outcomes at Pupil Achievement Meetings.</p> | <p>Fran Pretty</p> <p><i>Sarah Southall</i> <i>Fiona Lamey</i> <i>Rosina Gilbert</i> <i>Hannah Butcher</i> <i>Ellen Flowers</i> <i>Henry Penfold</i> <i>Fiona Phippen</i> <i>Tamara Goddard</i> <i>Tim Clarke</i></p> | March 2021 |

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| Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | <p>After school Tutoring sessions for targeted pupils in all classes (Catch-Up premium funding).</p> <p>Teacher individual and group support for targeted pupils in all classes. (£3500)</p> <p>HT intervention sessions with targeted pupils in Y6 (£500)</p> <p>LSA class support for targeted pupils in all classes. (£300)</p> | <p>Tutoring sessions are targeted at pupils whose learning needs are greatest.</p> <p>Teachers will make PP pupils a priority for teaching, in class support and feedback.</p> <p>LSA support time provided to be targeted flexibly to support development of knowledge and skills in class lessons.</p> | <p>Monitoring of teaching and learning.</p> <p>Planning and assessment discussions between support staff and class teachers.</p> <p>Discussions with staff re progress and analysis of pupil outcomes at Pupil Achievement Meetings.</p> | <p>Hannah Butcher</p> <p>Tamara Goddard</p> <p><i>Sarah Southall</i></p> <p><i>Fiona Lamey</i></p> <p><i>Rosina Gilbert</i></p> <p><i>Fran Pretty</i></p> <p><i>Ellen Flowers</i></p> <p><i>Henry Penfold</i></p> <p><i>Fiona Phippen</i></p> <p><i>Tim Clarke</i></p> | March 2021 |
| Total budgeted cost | | | | | £12,900 |
| Other approaches (2020-2021) | | | | | |
| 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? |
| Improved positive home / school relationships. More effective parenting support for PP pupils | Family support system of drop in / phone call appointments. (£200) | Some families have requested additional advice to support their child more effectively at home. | Evaluations of use and impact termly by SENDCo | <p>Mandy Quick</p> <p>Helen Adair</p> <p>Sarah Southall</p> | March 2021 |
| Ensure all PP pupils can access the same school experiences as their peers. | Subsidised school trips including residential visits. (£750) | To make sure that lack of money is not a barrier for families. | Evaluations of use and impact termly by HT and SAO. | <p>Tim Clarke</p> <p>Dawn Gadd</p> | March 2021 |
| Improved social and emotional wellbeing of PP pupils. | ELSA (Emotional Literacy Support Assistant) provision. (£300) | Some PP pupils have additional social and emotional learning needs. | Evaluation of impact by ELSAs (in discussion with SENDCO) | <p>Mandy Quick</p> <p>Helen Adair</p> <p>Tim Clarke</p> <p>Fran Pretty</p> | March 2021 |

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| | <p>School's previous involvement in "Wellbeing Team" project with Primary Behaviour Support Team, has led to a whole school Wellbeing Project to support pupil's positive Mental Health.</p> | | | <p>Sarah Southall <i>Fiona Lamey</i> <i>Rosina Gilbert</i> <i>Hannah Butcher</i> <i>Ellen Flowers</i> <i>Alaine Specht</i> <i>Henry Penfold</i> <i>Fiona Phippen</i> <i>Tamara Goddard</i></p> | |
| Total budgeted cost | | | | £1,250 | |

| 6a. Review of previous Academic Year | | | | |
|---|--|--|---|--------|
| Previous Academic Year (Covid-19 Disrupted learning) | | 2019-2020 | | |
| i. Quality of teaching for all (2019-2020) | | | | |
| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned (and whether you will continue with this approach) | £1,910 |
| <p>Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, and external training. (£200)</p> <p>Planning systems and teaching progressions for spelling, punctuation and grammar were developed across the school.</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£800)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions. (£200)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Leader and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Systems and progressions are used more consistently across the school, which supports the pupils' smooth learning journey.</p> <p>This has raised the quality and consistency of teaching and learning across the school.</p> <p>Assessment Journeys were used well to identify gaps / targets, and to inform planning to close / address them. Due to Covid-19 there are many gaps in the information in these Assessment Journeys.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p> <p>Staff have been more aware of gaps in previous year group's learning for individual pupils and have worked to fill those gaps in their learning journey. This has been</p> | <p>Investing in leaders and teachers development is worthwhile and will be continued in 2020-2021.</p> <p>Leaders will continue to monitor and support the re-establishment of this consistent approach.</p> <p>Internal and context aware coaching is proven to be an effective strategy, and one the school will continue to invest in.</p> <p>Continue with Assessment Journeys and KPI Trackers to collate Continuous Diagnostic to assess progress in gaps from the previous year.</p> <p>PAMs to be restarted and to continue throughout 2020-2021.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p> <p>Continue with Assessment Journeys and KPI Trackers to collate Continuous Diagnostic to assess progress in gaps from the previous year.</p> | |

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| | | hampered by the Covid-19 pandemic and the impact on pupils ongoing learning journey. | | |
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| <p>Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>Maths Team to continue supporting staff with planning / assessing for specific pupils. (£400)</p> <p>Y2 and Y6 Local Authority training for Teacher Assessment. (£110)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during PAMs and monitoring / staff development actions. (£200)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Maths Team's and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Staff are more knowledgeable and confident in accurately assessing pupils' attainment and next steps. External moderation of Y2 showed the teacher assessment to be detailed and accurate.</p> <p>Assessment Journeys were used well to identify gaps / targets, and to inform planning to close / address them. Due to Covid-19 there are many gaps in the information in these Assessment Journeys.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p> <p>Staff have been more aware of gaps in previous year group's learning for individual pupils and have worked to fill those gaps in their learning journey. This has been hampered by the Covid-19 pandemic and the impact on pupils ongoing learning journey.</p> | <p>Investing in leaders and teachers development is worthwhile and will be continued in 2020-2021.</p> <p>Internal and local cluster moderation will continue for Y2 and Y6 teachers (and all teachers) during 2019-2020.</p> <p>Continue with Assessment Journeys and introduce and use new KPI Trackers to assess progress in gaps from the previous year.</p> <p>PAMs to be restarted and to continue throughout 2020-2021.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p> <p>Continue with Assessment Journeys and KPI Trackers to collate Continuous Diagnostic to assess progress in gaps from the previous year.</p> | |
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| ii. Targeted support (2019-2020) | | | | |
|--|--|---|--|---------------|
| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned (and whether you will continue with this approach) | £8,500 |
| Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | Teachers and LSAs class support for targeted pupils in Y2, Y3, Y4, Y5 and Y6. (£4000) Additional LSA weekly 1 to 1 intervention sessions with Y2 and Y3. (£250) | Teachers and LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y2-Y3 pupils was successful and benefitted the pupils. | Teachers continue to provide targeted individual and group support and interventions. Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y4 pupils. | |
| Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | Teachers and LSAs class support for targeted pupils in Y2, Y3, Y4, Y5 and Y5. (£4000) Additional LSA weekly 1 to 1 / small group intervention sessions with Y2 and Y3. (£250) | Teachers and LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y2-Y3 pupils was successful and benefitted the pupils. | Teachers continue to provide targeted individual and group support and interventions. Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y4 pupils. | |

| iii. Other approaches (2019-2020) | | | | |
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| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned (and whether you will continue with this approach) | £1,150 |
| Improved positive home / school relationships. More effective parenting support for PP pupils | Family support system of drop in appointments. (£200) | A number of families made good use of this service throughout the year. School received numerous positive comments as feedback from parents. | Continue to offer this service. | |
| Ensure all PP pupils can access the same school experiences as their peers. | Subsidised school trips including residential visits. (£500) | All PP pupils were able to attend all day visits and residential planned for their class. | Continue to fund these school experiences. | |
| Ensure all PP pupils can access the same school experiences as their peers. | After school activities (£300) | All PP pupils who wanted to attend specific after school activities were able to do so. | Continue to fund these after school activities. | |
| Improved social and emotional wellbeing of PP pupils. | ELSA (Emotional Literacy Support Assistant) provision. (£150) | Provided space and a member of staff who was not always linked to their class, for PP pupils to share worries and concerns and develop their personal and social skills and confidence. | Continue to provide this support service and to identify pupils most in need of support. | |

| 6b. Review of expenditure | | | | |
|--|-------------------------------|---|------------------------|--|
| Previous Full Academic Year | | 2018-2019 | | |
| iv. Quality of teaching for all (2018-2019) | | | | |
| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned | |

| | | | (and whether you will continue with this approach) | |
|---|---|--|--|--|
| <p>Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, and external training. (£265)</p> <p>Y2 and Y6 Local Authority training for Teacher Assessment. (£80)</p> <p>Planning systems and teaching progressions for spelling, punctuation and grammar are used consistently across the school.</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£2,700)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions. (£500)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Leader and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Staff are more knowledgeable and confident in accurately assessing pupils' attainment and next steps. External moderation of Y2 showed the teacher assessment to be detailed and accurate.</p> <p>Systems and progressions are used more consistently across the school, which supports the pupils' smooth learning journey.</p> <p>This has raised the quality and consistency of teaching and learning across the school.</p> <p>Assessment Journeys are used well to identify gaps / targets, and to inform planning to close / address them. They do not however focus sufficiently on gaps from previous years.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p> <p>Staff have been more aware of gaps in previous year group's learning for individual pupils and have worked to fill those gaps in their learning journey.</p> | <p>Investing in leaders and teachers development is worthwhile and will be continued in 2019-2020.</p> <p>Internal and local cluster moderation will continue for Y2 and Y6 teachers (and all teachers) during 2019-2020.</p> <p>Leaders will continue to monitor and support this consistent approach.</p> <p>Internal and context aware coaching is proven to be an effective strategy, and one the school will continue to invest in.</p> <p>Continue with Assessment Journeys and introduce and use new KPI Trackers to assess progress in gaps from the previous year.</p> <p>PAMs to continue.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p> | |

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| <p>Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p> | <p>Maths Team to continue supporting staff with planning / assessing for specific pupils. (£1300)</p> <p>Y2 and Y6 Local Authority training for Teacher Assessment. (£110)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during PAMs and monitoring / staff development actions. (£500)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p> | <p>Maths Team's and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Staff are more knowledgeable and confident in accurately assessing pupils' attainment and next steps. External moderation of Y2 showed the teacher assessment to be detailed and accurate.</p> <p>Assessment Journeys are used well to identify gaps / targets, and to inform planning to close / address them. They do not however focus sufficiently on gaps from previous years.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p> <p>Staff have been more aware of gaps in previous year group's learning for individual pupils and have worked to fill those gaps in their learning journey.</p> | <p>Investing in leaders and teachers development is worthwhile and will be continued in 2019-2020.</p> <p>Internal and local cluster moderation will continue for Y2 and Y6 teachers (and all teachers) during 2019-2020.</p> <p>Continue with Assessment Journeys and introduce and use new KPI Trackers to assess progress in gaps from the previous year.</p> <p>PAMs to continue.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p> | |
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| v. Targeted support (2018-2019) | | | | |
|--|--|--|--|--|
| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned (and whether you will continue with this approach) | |
| Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | LSA class support for targeted pupils in Y2, Y3, Y4, Y5 and Y6. (£1000) Additional LSA weekly 1 to 1 intervention sessions with Y2 and Y3. (£250) | LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y2-Y3 pupils was successful and benefitted the pupils. | Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y4 pupils. | |
| Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard. | LSA class support for targeted pupils in Y2, Y3, Y4, Y5 and Y5. (£1000) Additional LSA weekly 1 to 1 / small group intervention sessions with Y2 and Y3. (£250) | LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y2-Y3 pupils was successful and benefitted the pupils. | Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y4 pupils. | |

vi. Other approaches (2018-2019)

| Desired outcome | Chosen action/approach | Impact of chosen action/approach | Lessons learned (and whether you will continue with this approach) | |
|--|---|---|--|--|
| Improved positive home / school relationships. More effective parenting support for PP pupils | Family support system of drop in appointments. (£200) | A number of families made good use of this service throughout the year. School received numerous positive comments as feedback from parents. | Continue to offer this service. | |
| Ensure all PP pupils can access the same school experiences as their peers. | Subsidised school trips including residential visits. (£2000) | All PP pupils were able to attend all day visits and residential planned for their class. | Continue to fund these school experiences. | |
| Ensure all PP pupils can access the same school experiences as their peers. | After school activities (£600) | All PP pupils who wanted to attend specific after school activities were able to do so. | Continue to fund these after school activities. | |
| Improved social and emotional wellbeing of PP pupils. | ELSA (Emotional Literacy Support Assistant) provision. (£300) | Provided space and a member of staff who was not always linked to their class, for PP pupils to share worries and concerns and develop their personal and social skills and confidence. | Continue to provide this support service and to identify pupils most in need of support. | |