

| Provision<br>2018-2019<br>Updated 10.9   | Target Group | New / Cont | Summary  | Monitoring/Evaluation  | Impact  |
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| Additional teaching staff employed in order to reduce class sizes or create smaller teaching groups for English and Maths Years 6.<br><br>Additional TA deployed to Year 6 to provide additional support for PPG pupils in English and Maths | Year 6       | Cont       | Smaller teacher led classes will provide effective universal provision for pupils and will enable targeted support for PP pupils.<br><br>The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure progress. Research indicates that it is most likely to be effective if it is targeted at pupils' specific needs can lead to an improvement of five additional months' progress over the course of a year.<br>Any gaps which arise/ become evident will be swiftly closed so that pupils do not fall behind. | Termly pupil progress meetings                               | <b>Year 6</b><br><br>PP performed well over national in both expected and GD. No gaps greater than 10% except in Writing GD- 21% PP -38% Non-PP.<br>At greater depth our PP children performed higher than national in SPAG and Maths. In SPAG PP achieved 68% compared to 34% national. In Maths 45% compared to 23% in national.<br><br>Chn were identified as HAP and intervention groups planned and changed regularly according to needs |
| Ongoing staff training relating to reading, enquiry based learning, Prevent training   | All          | Cont       | Research has shown that teacher CPD has been shown as a significant factor in improving outcomes. This has been borne out in our own setting. Improved teacher knowledge and expertise has improved outcomes for all pupils year on year.  | Termly reviews as well as the performance management process | Refer to outcomes 2019.<br>The gap has significantly lessened in Reading this year. 79% PP compared to 85% Non-PP and above national. Our GD difference is PP-21% non PP 31%.   |
| Hof Sc to monitor teaching and   | All          | Cont       | The Sutton Trust EEF toolkit identifies the following as significantly improving children's  | Termly reviews and data collection                           | Refer to outcome 2019   |

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| learning and support where required.  |      |      | <p>progress: Feedback, collaborative learning, mastery learning and metacognition.</p> <p>The DHT will support teachers to ensure that these techniques are consistently used in lessons across the school.</p>              |  | <p>Analyse of data at the end of the year and targets set/interventions for the start of the year.</p> <p>Please note:</p> <ul style="list-style-type: none"> <li>A- PPG did make expected progress at the end of KS2 in Reading this year as compared to last year.</li> <li>B- The gap between % of PP achieving greater depth at the end of Yr 2 compared in Non PP has lessened in Reading and Writing. In reading only a 4% gap and writing a 13% gap- PP 24%, non PP- 37%. There now is a great gap in Maths- 19% PP compared to non PP-41%</li> <li>C- There is still a significant gap between PP in Reading 30% compared to non-PP 50% at the end of Year 4.</li> </ul> |
| An enriched curriculum incorporating opportunities to learn and apply a wide range of vocabulary. |      | New  | Pupils need a context of learning within school as they do not have exposure to a language rich home environment.  | Monitoring on a termly basis through data collection | Focus on a language rich environment across the whole curriculum. Teachers planned vocab both for topic and reading lessons.   |
| Increased adult ratios in EYFS (1:9)  | EYFS | Cont | Increased adult ratios, while being immersed in a language rich environment has historically improved attainment and helped to significantly narrow on entry gaps and ensure pupils make good progress in future key stages. | Termly and progress meetings                         | Difficult due to a large amount of staff absence and staff leaving the school.   |

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| Additional support for more able pupils to ensure extension and stretch 1:3 Maths, Reading and writing. |  |      | Extension and stretch activities provided for more able  |  | See outcomes  |
| Development of Beanstalk Reading- to include Year 6 readers   |  |      | Research shows that paired reading is one of the most effective non Teacher Interventions. All pupils will be PP. Numbers of Beanstalk readers have increased to 5 which will enable 15 PP children to benefit 2 x 20 minutes sessions 1:1 support per week. | Monitoring on a termly basis through data collection | Teachers report that Beanstalk Readers showed improved willingness to participate in class discussions around set texts. The 3 Yr 6 pupils have all shown greater willingness to use the Library and take books home.   |
| Easter School   |  |      | Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement.  |  | Easter school's focus was getting chn to expected standard. PP chn that attended Easter school for maths achieved<br>Maths expected : 89% GD: 33%<br>Reading expected: 72% GD: 11%<br><br>Compared to non PP who attended easter school:<br>Expected in Maths: 100%, GD: 36%.<br>Reading: 91% GD: 9%<br><br>Recommend next year: Focus on GD for reading group. |
| SALT screening, support and staff training  |  | Cont | Many of the pupils, who enter the school in Reception and have not attended our nursery, are low in speaking and listening. SALT screening will form an important  | Monitoring on a termly basis through data collection | The Reception screening enabled targeted support to be given in the form of 4 different SaLT groups. These were run by School support staff who benefited from the initial off- site training.  |

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|   |  |      | baseline followed by intervention to address issues.   | Improved communication between EYFS and home.  |   |
| All PPG pupils in Key Stage 2 to attend Children's University   |  | Cont | PPG pupils have limited access to wider life experiences and stimulation. This is essential for pupils to be able to access the curriculum and achieve mastery. The CU offers a wide range of extra – curricular workshops and lectures which provide these opportunities. | Monitoring on a termly basis through data collection   | Children graduated in February. No new students on the program as yet.  |
| Music teaching – individual intuition, small groups and choir   |  | Cont | Many of our disadvantaged pupils have limited opportunity to take part in wider curricular experiences. Providing access to a wide range of musical tuition benefits our pupils greatly in terms of self –confidence, which has a positive effect on academic achievement. | Each trip or visit will be evaluated according to its effectiveness.   | 10 PP children received instrumental lessons in either piano or violin. Of those children 90% received expected standard in Reading, Writing and Maths. Half received GD in all subjects.                             |
| Subsidised trips and visits (including year 6 residential), workshops and performance   |  | Cont | Our pupils need a context for learning and a stimulus to trigger their interest. We feel that this will have a significant impact on Greater depth Readers throughout the School   |  | Residential there were 44 participants that we fully funded after SATs to attend.   |
| Continue to improve and maintain the quality of the learning environment and development of the specialist teaching facility. (The Hub) |  | Cont | This provides support for social and emotional needs. Self referral to the Hub will provide pupils to access pastoral support on a needs basis.  | Targeted pupils will be tracked through data collection cycles<br>Reduced number of behavioural incidents recorded | Teachers report that most pupils made better than expected progress as a result of improvements in Learning behaviours. These improvements are linked to the emotional/behavioural support that the HUB has provided. |

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| Heavily subsidised breakfast and after school clubs |  | Cont | <p>Some pupils have limited access to wider experiences which school clubs will be able to provide. This means that pupils gain a range of skills which can be used across the curriculum.</p> <p>A heavily subsidised breakfast club means that pupils arrive at school on time and have breakfast, meaning that they are better placed to access the curriculum through higher concentration levels and greater emotional stability.</p> | <p>Outcomes and attendance for those pupils will be tracked on a termly basis.</p>   | <p>Pupils with subsidised or free Breakfast club places have been able to start learning on time having had a healthy breakfast.</p> <p>After school clubs have enriched the experiences of all pupils. The clubs have been oversubscribed, and priority has been given to PP pupils.</p>      |
| Employment of Professional Child Counsellor         |  |      | <p>Weekly self referred counselling sessions for pupils will provide an important focus on Child mental health.</p>  | <p>Monitoring will be carried on a termly basis through data collection</p> <p>Communication between school and home will be maintained at a high level.</p> | <p>76 pupils made 243 visits to the school councillor. A pupil questionnaire found that 100% of pupils rated the service as excellent, with 93% of children feeling that they had found new ways of dealing with difficult situations, and 89% believed that their behaviour had improved.</p> |
| Author in Residence                                 |  |      | <p>Author to visit the school 3 times over the year to instil love of reading in pupils.</p>   | <p>Monitoring on a termly basis through data collection</p>  | <p>Chn inspired and benefitted from Ros' presence in the school. Supported us in launching the Reading Den too.</p>  |
| Purchase of software investment for site licences.  |  |      | <p>Opportunities for pupils to practice skills – individualised learning through Lexia and Sam learning programmes</p>   | <p>Monitoring will be carried on a termly basis</p>  | <p>Lexia-PP all children made expected or better progress in reading.</p> <p>Sam learning not used consistently.</p>   |

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|  |  |  | <p>Pupils are able to identify areas for development and take responsibility for their own learning</p> <p>Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are maintained</p> | <p>through data collection</p> <p>Communication between school and home will be maintained at a high level.</p> | Tapestry- ? |
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