

Provision	Target Group	New / Cont	Summary	Monitoring/Evaluation	Impact
<p>Additional teaching staff employed in order to reduce class sizes or create smaller teaching groups for English and Maths Years 1, 2, 5 and 6</p>	<p>Years 1, 2, 5 and 6</p>	<p>Cont</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Class sizes small in Year 1. Year 2s set for the mornings in 3 classes. Deputy head acted as set teachers in year Year 6 for English and Maths. Head of school supported KS1 Phonics.</p>	<p>Termly pupil progress meetings</p>	<p><b><u>Year 1</u></b> No gap between PP and non PP in expected standard. In Great Depth there remains a less than 10% gap. Phonics results showed PP children performing above national average.</p> <p><b><u>Year 2</u></b> Less than 10% gap between PP and non PP students, with reading and writing being the biggest. At expected standard, all areas are well above national standard. In Greater Depth gap significantly smaller. At greater depth in all areas our PP children performed higher than national average. Reading 33% compared to 26% national. Writing 29% compared to national 16% and Maths 33% compared to national 22%.</p> <p><b><u>Year 5</u></b> Gaps in reading, writing and maths at the above-expected standard have closed and attainment for PP in reading, writing and maths at the expected standard remains under 10% with the greatest gap in Reading.</p> <p><b><u>Year 6</u></b> PP performed highest in Maths and Writing, with a gap only in Reading. At greater depth our PP children performed higher than national in Writing</p>

					and Maths. In Writing PP achieved 27% compared to 23% national. In Maths 30% compared to 20% in national.
Ongoing staff training relating to reading, enquiry based learning, Prevent training, power of reading	All	Cont	Research has shown that CPD of teachers 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 2018
Additional support for more able pupils to ensure extension and stretch – 1:3 Maths, Reading and Writing	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.	Termly pupil progress meetings	PPG no longer exists. GLD is 90% PPG and 68% non PPG
Development of Beanstalk Reading – Increase in readers from 3 to 6		New	Increased Beanstalk readers, which enabled 13 PP children out of 15 to benefit 2 x 20 minutes sessions 1:1 support per week.	Monitoring on a termly basis through data collection	Teachers reported that children showed improved willingness to participate in class discussions around set texts. Beanstalk children displayed greater confidence in their interactions with adults.
Easter school	Y6	Cont	Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement.	Analysis of SATs results	The average scaled score for PPG pupils who attended Easter school are: <b>Maths 104 (nat 104)</b> <b>Reading 102 (nat 105)</b> <b>SPAG106 (nat 106)</b> Both maths and SPaG indicate outcomes comparable with national other while reading is below.
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	Monitoring on a termly basis	Tapestry has significantly improved communication between home and school for EYFs parents. They are more involved

			speaking and listening. SALT screening will form an important baseline followed by intervention to address issues. Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are developed.	through data collection  Improved communication between EYFS and home.	in what their children are learning and this enables them to help them at home. Reception speech and language screening enabled early identification of pupils with additional speech and language needs, which were then addressed in small SALT lead interventions. Additional adults provided other SALT trained interventions.
Employment of part time early help practitioner		Cont	Early help practitioner will liaise with parents and social services to improve outcomes of our most vulnerable students. To liaise with staff and be an integral part of the safe guarding team. To work closer with the attendance officer to establish underlining reasons for poor attendance.		Early help practitioner provided effective liaison between school and social services where needed. She also worked directly with vulnerable children, addressing issues of concern relating to child protection issues. Her role raised the profile of home school communication. All pupils who worked with our Early Help practitioner and Home/School Liason officer made expected progress, and one greater than expected progress.
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.	100% of those pupils in receipt of individual music tuition made at least expected progress in reading, writing and maths. 10% in reading made accelerated progress. 64% of children in Reading achieved at greater depth, 50% in Writing and in Maths 43%. This is above national. Attitudes to learning have been overwhelmingly positive, as evidenced by year on year falls in incidents. In 2016-17 there were 352 recorded incidents. This reduced to 284 incidents in 2017-18.
Subsidised trips and visits (including year 6 residential),		Cont	Our pupils need a context for learning and a stimulus to trigger their interest. We feel that this will		Trips, visits and workshops will enrich the learning experiences of all children, particularly those who would normally not

workshops and performance			have a significant impact on greater depth readers throughout the School		have these opportunities provided from home. Exposure to a wider range of extracurricular activities enabled Year 6 pupils to transition affectively to their secondary schools. Workshops and performances, such as NSPCC, drug abuse and online safety workshops enabled children to meet these challenges more effectively.
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 Reduced number of behavioural incidents recorded	Most pupils made better than expected progress as a result of the emotional/behavioural support that the HUB provided.
Heavily subsidised breakfast and after school clubs		Cont	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils arrive at school on time and have breakfast. This means that they are well placed to access the curriculum and concentration levels are high.	Outcomes and attendance for those pupils will be tracked on a termly basis.	92% of PP that attended breakfast club have an attendance of over 95% with the average attendance being 97%, which is above national.  22% in Writing, 20% in Reading and 31% in Maths, have made accelerated progress to close the gap in attainment at the expected or higher level.  The Children's university was established 2 years ago in conjunction with Westminster University. 23 children were invited to join the university and take advantage of the increased range of

					subsidised clubs and workshops. 100% of pupils made at least expected progress in all areas.88% of our students were above age expected in all areas.
Employment of Professional Child Counsellor			Weekly self-referred counselling sessions for pupils will provide an important focus on child mental health.	Counsellor will provide data on a termly basis.	73 pupils made 275 visits to the school councillor, with 90% of pupils evaluating the program at 90%. 94% of children said that the counsellor made positive changes and 86% believed that their behaviour had improved.
Author led Book club  Incorporate within beanstalk readers			Weekly club during curriculum time with an established children's author targeted towards year six greater depth readers as per SIP.		Due to Abi's personal commitments, this program was unable to continue as much as previous years.
Purchase of software investment for site licences			Opportunities for pupils to practice skills – individualised learning through Lexia and Sam learning programmes Pupils are able to identify areas for development and take responsibility for their own learning Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are maintained.	Monitoring will be carried on a termly basis through data collection  Communication between school and home will be maintained at a high level.	Lexia – 94% of PP children made expected or better progress in reading.  Sam Learning supported home school links, with greater parental engagement in their child's learning. CPOMS (safe guarding/ child protection software data platform) has streamlined sensitive child protection data. Record keeping improved through the use of CPOMS.