



## Pupil Premium Strategy Statement 2018-2019

The pupil premium is allocated to schools for;

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The level of pupil premium is £1300 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.

# Pupil Premium Strategy Statement (Wansbeck Primary School)

| 1. Summary information |                         |                                  |         |  |             |
|------------------------|-------------------------|----------------------------------|---------|--|-------------|
| School                 | Wansbeck Primary School |                                  |         |  |             |
| Academic Year          | 2018/2019               | Total PP budget                  | £161040 | Date of most recent PP Review                  | 19/ 10/2018 |
| Total number of pupils | 211                     | Number of pupils eligible for PP | 117     | Date for next internal review of this strategy | Oct 19      |

| 2. Current attainment                            |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Year 6 % achieving in reading, writing and maths | 60%   | 64%  |
| Year 6 progress in reading                       | -0.3  | 0  |
| Year 6 progress in writing                       | +3.9  | 0  |
| Year 6 progress in maths                         | +3.2  | 0  |
| Year 2 achieving in reading                      | 78%   | 79%  |
| Year 2 achieving in writing                      | 56%   | 72%  |
| Year 2 achieving in maths                        | 67%   | 79%  |
| Phonics Screening Test                           | 61%   | 81%  |
| % reaching GLD                                   | 54%   | 74%  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | Low levels of home reading and opportunities to access books and reading for enjoyment combined with weaker phonic skills. This slows reading progress in subsequent years.                    |
| <b>B.</b>   | Low levels of communication, language and literacy on entry to the school for pupil premium children which in turn slows their reading and writing progress in subsequent years.               |
| <b>C.</b>   | Childrens social and emotional development needs leads to difficulties in establishing relationships and developing good attitudes to learning which can have a detrimental effect of progress |
| <b>D.</b>   | Lack of aspiration and opportunities outside of the childrens local community  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>E.</b>   | Attendance rates for pupils eligible for free school meals are 94.9% (below the target of 96%) This reduces their hours in school and affects their learning.                                  |

|                            |  |  |
|----------------------------|--|--|
| <b>F.</b>                  | Lack of academic expectations at home  |  |
| <b>4. Desired outcomes</b> |  |  |
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>                  | Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils. | Pupils eligible for free school meals in foundation stage and KS1 make rapid progress to make age related expectations and the gap closes between disadvantaged and non-disadvantaged pupils in Reading  |
| <b>B.</b>                  | Higher achievement for disadvantaged children at GLD, KS1 and KS2  | Pupils eligible for free school meals make better than expected progress at through each key stage to ensure more children reach age related expectations and attain at greater depth.   |
| <b>C.</b>                  | Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.      | Fewer behaviour incidents recorded for pupil premium children.<br>Children continue to be successful in their secondary provision.<br>No exclusions for children eligible for pupil premium<br>Children's academic achievement increases at GLD, KS1 and KS2 |
| <b>D.</b>                  | Increased attendance rates for children eligible for pupil premium   | Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 94.8% to 96% in line with 'other' pupils.   |
| <b>E.</b>                  | Increase aspiration and give opportunities beyond the classroom  | All pupil premium children get the opportunity to access extra-curricular provision and opportunities outside the classroom across the school.   |

## 5. Planned expenditure

Academic year

2018/2019

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

| 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><b>C</b> Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.</p> <p><b>B.</b> Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>       | <p>Reduction in class sizes to ensure relationships are built with children which in turn ensures higher achievement.</p>  | <p>Over the past two years class sizes have been reduced in the school. This has shown to impact on the behaviour of children across the school due to the secure relationships the children make with the teacher. In turn this has impacted on achievement and progress and standards have consistently been above national at the end of KS2. Due to the success of this strategy the school want to continue.</p>   | <p>Ensure all teaching staff are good or better so children in the smaller class sizes have excellent quality first teaching. This will be ensured through constant monitoring, evaluation and feedback.</p>  | <p><b>Head</b></p>         | <p>July 2019</p>                     |
| <p><b>A.</b> Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.</p> <p><b>B.</b> Higher achievement for disadvantaged children at GLD, KS1 and KS2</p> | <p>SWOT teaching for reading in KS1 to ensure all children read to an adult every day to improve word reading and fluency</p> <p>Staff training for phonics and SLE support to develop the phonics provision across foundation stage and KS1</p> <p>Staff training for reading delivered by reading lead and HCAT reading specialist</p> <p>Development of a reading leader across the school to focus solely on the development of reading from foundation stage to Year 6.</p> | <p>Reading progress although above national at 0.6 remains lower than other curriculum areas. Attainment in reading fell slightly below national at the end of KS2 and there is a gap in reading at all stages between PP children and all children. Phonics results dipped this year to 70% and 61% for disadvantaged children. Due to this development of reading as a whole school and the phonics provision will increase the performance across the school in reading.</p> | <p>Reading leader will continue to develop the teaching and learning of Reading at all stages of the school. The reading leader will become an expert in reading to ensure the latest research and development is implemented across the school. The reading leader will be given release time to ensure sufficient preparation time. Reading leader will spend time with HCAT reading lead and HCAT phonics lead to ensure high quality understanding.</p> | <p><b>Steph Watson</b></p> | <p>July 2019</p>                     |

|  |   |   |   |                              | Total budgeted cost                  | £90,000 |
|--|---|---|---|------------------------------|--------------------------------------|---------|
| <b>ii. Targeted support</b>  |   |   |   |                              |                                      |         |
| 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><b>A.</b> Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.</p> <p><b>B.</b> Higher achievement for disadvantaged children at GLD, KS1 and KS2</p> | <p>Staff training for SASA responsible for speech and language</p> <p>Whole staff training on speech and language to raise the priority within the quality first teaching</p> <p>Employ 1 SASA 5 x afternoons per week to develop speech and language in the foundation stage and KS1</p> | <p>Some of the children need targeted support to develop their oracy skills. This programme has been developed with the support of speech therapists and with individual training for the SASA.</p> | <p>Timetable to be developed to target specific children.</p> <p>SASA will have the highest level of subject knowledge to implement the program</p> <p>Program to be overseen by SENCO to ensure progress is being tracked and staff area accountable for the progress.</p> | <p><b>Laura Hartmann</b></p> | <p>July 2018</p>                     |         |
| <p><b>A.</b> Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.</p> <p><b>B.</b> Higher achievement for disadvantaged children at GLD, KS1 and KS2</p> | <p>Reading recovery SASA to deliver sessions across KS1 to ensure children catch up quickly from lower starting points.</p>   | <p>To provide targeted support to children to catch up reading from lower starting points. To close the gap at the earliest opportunity</p>   | <p>Reading recovery SASA has a high level of subject knowledge to deliver the program</p> <p>Program to be overseen by SENCO to ensure progress is being tracked and staff area accountable for the progress.</p>   | <p><b>Laura Hartmann</b></p> | <p>July 2018</p>                     |         |

|   |   |  |  |  |                  |
|---|---|--|--|--|------------------|
| <p><b>B.</b> Higher achievement for disadvantaged children at KS2</p> | <p>Weekly small group and 1:1 sessions for children targeted at ARE in Reading, Writing and Maths.</p> <p>Weekly small group and 1:1 sessions for children targeted at Greater Depth in Reading, Writing and Maths.</p> | <p>To provide targeted support for children in Year 5 and 6 to maintain and increase attainment at the end of KS2<br/>Small group sessions are shown to have impact in the EEF toolkit and have proven over time within our school to impact on attainment and progress for PP children.</p> | <p>Teachers and a higher level SASA are responsible for delivering these sessions which ensures high quality and maximum impact.</p> | <p><b>Year 5 / 6 team overseen by Head</b></p> | <p>July 2018</p> |
|---|---|--|--|--|------------------|

|                            |  |  |  |  |                |
|----------------------------|--|--|--|--|----------------|
| <b>Total budgeted cost</b> |  |  |  |  | <p>£30,000</p> |
|----------------------------|--|--|--|--|----------------|

**iii. Other approaches**

| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b> |
|---|--|--|--|--------------------|---|
| <p><b>C</b> Children’s social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.</p> | <p>One full time emotional wellbeing worker and one part time emotional well being worker</p> <p>Training for new emotional well-being worker</p>  | <p>It is essential that childrens emotional and social needs are met and developed in order for them to be ready for learning. Our emotional well being workers develop these skills in our most disadvantage pupils. The EEF toolkit shows that targeted support to develop children social and emotional needs along with ensuring mental wellbeing can be effective, especially for older pupils.</p> | <p>Ensure accurate identification of target pupils and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor well- being logs and children identified as having SEMH issues to track progress in these areas.</p> | <p>Deputy Head</p> | <p>July 2018</p>                            |
| <p><b>D.</b> Increased attendance rates</p>   | <p>Part time attendance worker employed to monitor pupils and follow up quickly on absences. First day response provision</p> <p>Free breakfast club for Pupil Premium Children</p> <p>EWV to support with attendance and support families were attendance is an issue</p> | <p>We can’t improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Inclusion team will collaborate to ensure all the pieces of the jigsaw are pieced together to tackle low attendance rates,</p>  | <p>Regular tracking of attendance to ensure early indication of PA is identified.</p>  | <p>Head</p>        | <p>July 2018</p>                            |

|  |  |  |   |      |         |
|--|--|--|---|------|---------|
|  | Rewards and attendance programme to encourage children to come to school   |  |   |      |         |
| E. Increase aspiration and give opportunities beyond the classroom | <p>All Year 6 children to attend a visit to London</p> <p>The school to participate in Rock Challenge and ensure high percentage of children taking part are PP.</p> <p>All children to experience trips, visits and experiences beyond the classroom.</p> <p>Residential visit which all pupil premium children are able to access.</p> | <p>All children will experience events beyond the classroom regardless of the ability to pay. All PP children will take part in educational visits and extra-curricular events outside the classroom.</p> <p>Targeted PP children will be encouraged to take part in Rock challenge to increase self-esteem and self-confidence.</p> | Track all year groups curriculum to ensure the opportunities are given to all pupils. | Head |         |
| <b>Total budgeted cost</b>   |  |  |   |      | £50,000 |

| 6. Review of expenditure  |   |  |   |      |
|---|---|--|---|------|
| Previous Academic Year  |   | 2018/2019  |   |      |
| i. Quality of teaching for all  |   |  |   |      |
| Desired outcome   | Chosen action/approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)  | Cost |
| A Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils | <ul style="list-style-type: none"> <li>• SWOT teaching for reading in KS1 to ensure all children read to an adult every day to improve word reading and fluency</li> <li>• Staff training for phonics and SLE support to develop the phonics provision across foundation stage and KS1</li> <li>• Staff training for reading delivered by reading lead and HCAT reading specialist</li> <li>• Development of a reading leader across the school to focus solely on the development of reading from foundation stage to Year 6.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reading leader drove Reading through the school with several new approaches develop the teaching and learning of Reading at all stages of the school.</li> <li>➤ Reading leader and the development of reading was a strength in the OFSTED inspection 11/06/2019</li> <li>➤ The release time allowed the reading leader to develop the subject well and utilise other experts to develop her expertise. This in turn was passed onto staff. .</li> <li>➤ Reading progress is the highest it has been in the four year trend and well above national for all pupils +2.3along with being (+0.93 estimated for PP children)</li> <li>➤ By the end of KS2 reading attainment is above national (77% compared to a national figure of 73%) For PP children attainment at Key Stage 2 is also in line with national at 64%</li> <li>➤ At KS1 Reading is in line with national at 73% compared to a national of 75% for all groups disadvantaged attainment is 65%</li> <li>➤ In year data shows reading attainment to be positive in all year groups.</li> <li>➤ Phonics screening increased to 77% for all children although it is still below national. (64% for pupil premium children.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reading leader has been made permanent to continue to drive forward the subject and ensure we embed the developments from last year.</li> <li>➤ SWOT teaching to continue in KS1 to ensure all children continue to get daily reading with an adult</li> <li>➤ Links with HCAT reading lead to continue</li> <li>➤ Further development needs to continue with the approach to phonics and the training of staff this year in FS and KS1</li> </ul> |      |

|  |   |   |  |                                    |
|--|---|---|--|------------------------------------|
| <p>B Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>   | <ul style="list-style-type: none"> <li>• Reduction in class sizes to ensure relationships are built with children which in turn ensures higher achievement.</li> <li>• SWOT teaching for reading in KS1 to ensure all children read to an adult every day to improve word reading and fluency</li> <li>• Staff training for phonics and SLE support to develop the phonics provision across foundation stage and KS1</li> <li>• Staff training for reading delivered by reading lead and HCAT reading specialist</li> <li>• Development of a reading leader across the school to focus solely on the development of reading from foundation stage to Year 6.</li> </ul> | <ul style="list-style-type: none"> <li>➤ All the teaching in the school was judged over time as good or better</li> <li>➤ In the smaller class sizes children have at least good quality first teaching.</li> </ul> <p><b><u>Key Stage 2</u></b></p> <ul style="list-style-type: none"> <li>➤ By the end of KS2 reading attainment is above national (77% compared to a national figure of 73%) For PP children attainment at Key Stage 2 is also in line with national at 64%</li> <li>➤ By the end of KS2 writing attainment is above national (81% compared to a national figure of 78%) For PP children attainment at Key Stage 2 is above national at 77%</li> <li>➤ By the end of KS2 maths attainment is in line with national (77% compared to a national figure of 79%) For PP children attainment at Key Stage 2 is above national at 68%</li> </ul> <p><b><u>Key Stage 1</u></b></p> <ul style="list-style-type: none"> <li>➤ At KS1 Reading is in line with national at 73% compared to a national of 75% for all groups disadvantaged attainment is 65%</li> <li>➤ At KS1 Writing is below national at 67% compared to a national of 75% for all groups disadvantaged attainment is 59%</li> <li>➤ At KS1 Maths is below national at 70% compared to a national of 76% for all groups disadvantaged attainment is 59%</li> <li>➤ Phonics screening increased to 77% for all children although it is still below national. (64% for pupil premium children.</li> </ul> <p><b><u>Early Years</u></b></p> <ul style="list-style-type: none"> <li>➤ GLD is below national at 67% and remains the same as last year. PP children it is 60% which has reduced the gap from the previous year.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Smaller class sizes will continue due to the impact on attainment as children move through the school.</li> <li>➤ Attainment at KS2 shows that children do make progress in all areas above 0% and is no less than average progress in all areas so the approach will continue</li> <li>➤ As KS1 reading is the highest area and close to national the SWOT reading and whole class reading approach will continue</li> <li>➤ Coaching will continue with new staff in the same approach building on the successes of the previous year.</li> </ul> |                                    |
| <p>C Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.</p> | <ul style="list-style-type: none"> <li>• Reduction in class sizes to ensure relationships are built with children which in turn ensures higher achievement.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ All the teaching in the school was judged over time as good or better</li> <li>➤ In the smaller class sizes children have at least good quality first teaching.</li> <li>➤ Monitoring, evaluation and feedback ensured teachers new to the school and new to teaching improved quickly through coaching</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Continued and expanded to foundation stage and KS1 in the following year.</li> </ul>  | <p>£90,000 for all three areas</p> |

## ii. Targeted support

| Desired outcome   | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach) | Cost             |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
|---|--|--|--|------------------|---------------|--------------------|------------------|---------|--------------|-----|-------------|-----|---------|--------------|-----|-------------|-----|-------|--------------|-----|-------------|-----|------|--------------|-----|--------------|-----|----------|--------------|-----|----|-----|---|--|
| <p>Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils</p> <p>Higher achievement for disadvantaged children at GLD, KS1 and KS2</p> | <ul style="list-style-type: none"> <li>• Staff training for SASA responsible for speech and language</li> <li>• Whole staff training on speech and language to raise the priority within the quality first teaching</li> <li>• Employ 1 SASA 5 x afternoons per week to develop speech and language in the foundation stage and KS1</li> <li>• Weekly small group and 1:1 sessions for children targeted at ARE in Reading, Writing and Maths.</li> <li>• Weekly small group and 1:1 sessions for children targeted at Greater Depth in Reading, Writing and Maths.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Teachers and a higher level SASA are responsible for delivering these sessions which ensures high quality and maximum impact.</li> <li>➤ Reading recovery SASA has a high level of subject knowledge to deliver the program and this has been delivered well thinking about</li> <li>➤ Program to be overseen by SENCO to ensure progress is being tracked and staff area accountable for the progress.</li> <li>➤ Teachers and a higher level SASA are responsible for delivering these sessions which ensures high quality and maximum impact.</li> </ul> <p><b>Impact of 1:1 and small group intervention work</b></p> <table border="1" data-bbox="875 655 1447 1082"> <thead> <tr> <th>Subject</th> <th>Expected 2019</th> <th>National 2019</th> <th>Greater depth 2019</th> <th>GD National 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24/31<br/>77%</td> <td>73%</td> <td>8/31<br/>26%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>25/31<br/>81%</td> <td>78%</td> <td>5/31<br/>16%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>24/31<br/>77%</td> <td>79%</td> <td>6/31<br/>19%</td> <td>27%</td> </tr> <tr> <td>SPAG</td> <td>23/31<br/>74%</td> <td>78%</td> <td>10/31<br/>32%</td> <td>36%</td> </tr> <tr> <td>Combined</td> <td>20/31<br/>65%</td> <td>65%</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table> | Subject  | Expected 2019    | National 2019 | Greater depth 2019 | GD National 2019 | Reading | 24/31<br>77% | 73% | 8/31<br>26% | 27% | Writing | 25/31<br>81% | 78% | 5/31<br>16% | 20% | Maths | 24/31<br>77% | 79% | 6/31<br>19% | 27% | SPAG | 23/31<br>74% | 78% | 10/31<br>32% | 36% | Combined | 20/31<br>65% | 65% | 0% | 10% | <ul style="list-style-type: none"> <li>➤ During the next academic we need to utilise the speech and language resource within the foundation stage to ensure early identification.</li> <li>➤ Tracking of children needs to be developed further with clear evidence of the impact of speech and language.</li> <li>➤ Develop greater depth and challenge with a specific focus on KS1.</li> </ul> |  |
| Subject   | Expected 2019  | National 2019  | Greater depth 2019   | GD National 2019 |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
| Reading   | 24/31<br>77%   | 73%  | 8/31<br>26%  | 27%              |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
| Writing   | 25/31<br>81%   | 78%  | 5/31<br>16%  | 20%              |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
| Maths   | 24/31<br>77%   | 79%  | 6/31<br>19%  | 27%              |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
| SPAG  | 23/31<br>74%   | 78%  | 10/31<br>32%   | 36%              |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |
| Combined  | 20/31<br>65%   | 65%  | 0%   | 10%              |               |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |              |     |          |              |     |    |     |   |  |

|          |                      |   |                        | £30,000              |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
|----------|----------------------|---|------------------------|----------------------|------------------------------------|------------------------|---------|------|-------|-------|---------|------|-------|-------|-------|------|-------|-------|---------|----------|----------|--------------------|------------------|---------|--------------|-----|-------------|-----|---------|--------------|-----|-------------|-----|-------|--------------|-----|-------------|-----|------|--------------|-----|-------------|-----|----------|--------------|-----|----|---|--|
|          |                      | <table border="1"> <thead> <tr> <th>Subject</th> <th>Progress 2018 / 2019</th> <th>Progress Disadvantaged 2018 / 2019</th> <th>National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+2.3</td> <td>+0.93</td> <td>+0.31</td> </tr> <tr> <td>Writing</td> <td>+1.0</td> <td>+1.37</td> <td>+0.24</td> </tr> <tr> <td>Maths</td> <td>+1.1</td> <td>+1.27</td> <td>+0.31</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th>Subject</th> <th>Exp 2019</th> <th>Nat 2019</th> <th>Greater depth 2019</th> <th>GD National 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14/22<br/>64%</td> <td>64%</td> <td>4/22<br/>18%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>17/22<br/>77%</td> <td>67%</td> <td>4/22<br/>18%</td> <td>11%</td> </tr> <tr> <td>Maths</td> <td>15/22<br/>68%</td> <td>64%</td> <td>3/22<br/>14%</td> <td>14%</td> </tr> <tr> <td>SPAG</td> <td>14/22<br/>64%</td> <td>67%</td> <td>8/22<br/>36%</td> <td>24%</td> </tr> <tr> <td>Combined</td> <td>12/22<br/>56%</td> <td>51%</td> <td>0%</td> <td>4</td> </tr> </tbody> </table> | Subject                | Progress 2018 / 2019 | Progress Disadvantaged 2018 / 2019 | National Disadvantaged | Reading | +2.3 | +0.93 | +0.31 | Writing | +1.0 | +1.37 | +0.24 | Maths | +1.1 | +1.27 | +0.31 | Subject | Exp 2019 | Nat 2019 | Greater depth 2019 | GD National 2018 | Reading | 14/22<br>64% | 64% | 4/22<br>18% | 18% | Writing | 17/22<br>77% | 67% | 4/22<br>18% | 11% | Maths | 15/22<br>68% | 64% | 3/22<br>14% | 14% | SPAG | 14/22<br>64% | 67% | 8/22<br>36% | 24% | Combined | 12/22<br>56% | 51% | 0% | 4 |  |
| Subject  | Progress 2018 / 2019 | Progress Disadvantaged 2018 / 2019  | National Disadvantaged |                      |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Reading  | +2.3                 | +0.93   | +0.31                  |                      |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Writing  | +1.0                 | +1.37   | +0.24                  |                      |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Maths    | +1.1                 | +1.27   | +0.31                  |                      |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Subject  | Exp 2019             | Nat 2019  | Greater depth 2019     | GD National 2018     |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Reading  | 14/22<br>64%         | 64%   | 4/22<br>18%            | 18%                  |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
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| SPAG     | 14/22<br>64%         | 67%   | 8/22<br>36%            | 24%                  |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |
| Combined | 12/22<br>56%         | 51%   | 0%                     | 4                    |                                    |                        |         |      |       |       |         |      |       |       |       |      |       |       |         |          |          |                    |                  |         |              |     |             |     |         |              |     |             |     |       |              |     |             |     |      |              |     |             |     |          |              |     |    |   |  |

### iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|-----------------|------------------------|--|--|------|
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| <p>Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school</p> | <p>One full time emotional wellbeing worker and one part time emotional well being worker</p> <p>Training for new emotional well-being worker</p>  | <ul style="list-style-type: none"> <li>➤ Two emotional well being workers have worked alongside children this year successfully.</li> <li>➤ 0% fixed and permanent exclusions</li> <li>➤ Reduction in behaviour incidents across the school</li> <li>➤ High needs disadvantaged children were supported well to maintain them in the school and transition them to secondary school.</li> <li>➤ Outcomes for high needs children were good ensuring they are equipped academically for secondary school</li> </ul> | <ul style="list-style-type: none"> <li>➤ Now two emotional well being workers are trained ensure the consistency of groups.</li> <li>➤ Develop tracking of impact to better ensure that the impact from groups is seen in academic outcomes</li> </ul>   |  |
| <p>Increased attendance rates for children eligible for pupil premium</p>   | <p>Part time attendance worker employed to monitor pupils and follow up quickly on absences. First day response provision</p> <p>Free breakfast club for Pupil Premium Children</p> <p>EWW to support with attendance and support families were attendance is an issue</p> <p>Rewards and attendance programme to encourage children to come to school</p> | <ul style="list-style-type: none"> <li>➤ Breakfast club continues to be popular. On average 80 – 100 children attend a day. This gives children a start to the day with healthy food and impacts on a more settled morning.</li> <li>➤ Persistent absenteeism has reduced significantly over the year.</li> <li>➤ Attendance overall has dipped to 94.5% this is a significant dip and must be addressed next year.</li> <li>➤ Disadvantaged attendance is??????</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Catch up reading and opportunities to do homework in breakfast club needs to be developed to ensure children who don't have access to pens etc at home can do this in school.</li> <li>➤ No attendance officer in post has impacted attendance. EWO and attendance officer must be employed for the next academic year to solely focus on this area.</li> <li>➤ Attendance to be a main priority next year and a refresh / look at systems in place.</li> </ul> |  |

|  |  |   |  |                |
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| <p>Increase aspiration and give opportunities beyond the classroom</p> | <p>All Year 6 children to attend a visit to London</p> <p>The school to participate in Rock Challenge and ensure high percentage of children taking part are PP.</p> <p>All children to experience trips, visits and experiences beyond the classroom.</p> <p>Residential visit which all pupil premium children are able to access.</p> | <ul style="list-style-type: none"> <li>➤ Rock Challenge was hugely successful with 52 children taking part.</li> <li>➤ Children performed at the bonus arena and the Grimsby Auditorium giving children an amazing experience beyond the classroom.</li> <li>➤ All year groups attended trips and wider experiences</li> <li>➤ Residential visit was attended by every pupil premium child who wished to go.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Continue to develop wider experiences and a focus on character curriculum to place at the heart of the curriculum.</li> </ul> | <p>£50,000</p> |
|--|--|---|--|----------------|

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)