

1. Review of expenditure					
Previous Academic Year		2018-2019			
iv. Quality of Teaching for all					
Desired Outcome	Action/Approach	Estimated Impact		Lessons Learned	Cost
For PP pupils to make (or exceed) expected progress, resulting in the attainment and progress gap between PP and non-PP pupils to be reduced.	<ul style="list-style-type: none"> 📈 Staff to pupil ratio to be increased to allow for greater access to high quality teaching and to allow for additional teaching groups and interventions. £21616.32 📈 Additional teaching hours to be given to Y5 and Y6 pupils during core subjects and for high quality intervention. £43752.91 📈 Third Space Learning online learning platform used to support Maths gaps. £9483.12 	<p>EYFS GLD</p> <ul style="list-style-type: none"> 📈 PP – Increase of 9% on National 2018, increase of 16% on SPCEDES 2018 (1 child = 16.7%) 📈 PP +10% compared to others <p>Y1 Phonics</p> <ul style="list-style-type: none"> 📈 PP – Decrease of 10% on National 2018, increase of 12% on SPCEDES 2018 (1 child = 25.0%) 📈 PP +4.4% compared to others <p>KS1 Reading</p> <ul style="list-style-type: none"> 📈 (EXS)PP – Decrease of 4% on National 2018, increase of 2% on SPCEDES 2018 (1 child = 6.3%) PP -2.2% compared to others <p>KS1 Writing</p> <ul style="list-style-type: none"> 📈 PP – Decrease of 11% on National 2018, decrease of 4% on SPCEDES 2018 (1 child = 6.3%) PP + 3.2% compared to others <p>KS1 Maths</p> <ul style="list-style-type: none"> 📈 PP – Increase of 1% on National 2018, increase of 1% on SPCEDES 2018 (1 child = 6.3%) PP +0.7 compared to others <p>KS2 Reading</p> <ul style="list-style-type: none"> 📈 PP – Decrease of 18% on National 2018, increase of 32% on SPCEDES 2018 (1 child = 7.7%) PP -0.8% compared to others <p>KS2 Writing</p> <ul style="list-style-type: none"> 📈 PP – Decrease of 6% on National 2018, increase of 37% on SPCEDES 2018 (1 child = 7.7%) PP +10.8% compared to others <p>KS2 Maths</p> <ul style="list-style-type: none"> 📈 PP – Increase of 5% on National 2018, increase of 65% on SPCEDES 2018 (1 child = 7.7%) PP +18.7% compared to others 		Focus on teaching and learning has had a positive impact on the Pupil Premium children. Need to maintain the reduction in the gap and then work on closing the gap in the GDS maths, GPS and writing.	£78444.35

		<p>Progress</p> <p>KS1</p> <ul style="list-style-type: none"> 📈 Reading 92.9% made good progress. + 5.4% compared to others 📈 Writing 92.9% made good progress. + 17.9% compared to others 📈 Maths 100% made good progress. +6.9% compared to others <p>KS2</p> <ul style="list-style-type: none"> 📈 Reading 100% made good progress. +29.2% compared to others 📈 Writing 100% made good progress. +6.2% compared to others 📈 Maths 100% made good progress. +8.3 compared to others <p>Attainment in the majority of areas has improved compared to previous years and PP pupils exceeded the 'other' figure apart from in reading.</p>		
To use PLS and CPD to ensure teaching is of at least a good standard.	<ul style="list-style-type: none"> 📈 Professional Learning Sessions are tailored to the needs of the school. LAMP and LEAP projects are used to support staff and the standard and effectiveness of teaching and learning. 📈 SLE support to be used for reading and also to support individual teachers. 📈 SLE training on guided group work 	<p>See data above.</p> <ul style="list-style-type: none"> 📈 Professional Learning sessions have been delivered, placing focus on ensuring the needs of individuals are being met. Direct marking sheets have had a positive impact on the progress that children are making within lessons and over time. 		
To develop TAs confidence to allow them to offer high quality support and interventions.	<ul style="list-style-type: none"> 📈 TAs to attend the guided group work training. 📈 TAs to attend training linked to planning and delivering intervention programme. 📈 TAs to attend refresher training based on the Mobilise project. 	<ul style="list-style-type: none"> 📈 TAs have grown in confidence. 📈 Monitoring has evidenced good quality interventions which have had an impact. (see data above) 📈 Changes in the provision maps have allowed TAs to have a greater understanding of the starting points and the objectives within the intervention. 📈 Changes have also made it easier to monitor impact. 	TAs to continue to be invited to professional learning sessions.	

<p>To narrow the gap in reading attainment between PP and non-PP pupils</p>	<ul style="list-style-type: none"> 📊 Scarborough Reading Rope to be used to produce detailed gaps analysis for all PP pupils to ensure that future planning closely meets the needs of the pupils. 📊 Reading ages to be used to ensure that PP pupils with a gap greater than 6 months are heard at least 3 times a week. 	<ul style="list-style-type: none"> 📊 KS1 📊 Reading in KS1 has seen a rise in attainment compared to SPCEDs data in 2017/18 (+2%). 📊 (EXS)PP – Decrease of 4% on National 2018, increase of 2% on SPCEDs 2018 (1 child = 6.3%) PP -2.2% compared to others 📊 KS2 📊 Reading in KS2 has seen a rise in attainment compared to SPCEDs data in 2017/18 (Expected +32% and GDS +13%) 📊 PP – Decrease of 18% on National 2018, increase of 32% on SPCEDs 2018 (1 child = 7.7%) PP -0.8% compared to others <p>The attainment of PP pupils in SPCEDs has improved however there is still a small gap between PP pupils and others.</p>	<p>Using systems to closely track the reading progress has had a positive impact.</p>	
<p>Arithmetic skills to be embedded.</p>	<ul style="list-style-type: none"> 📊 Termly arithmetic papers to be introduced, administered and analysed to inform planning. 📊 '4 calculations a day' to be completed in Y6 with PP pupils marking with teacher to ensure immediate and effective feedback is given. 📊 Times Table RockStars to be embedded with progress grids completed with PP specific analysis and further support given where needed. (e.g. lunchtime timestable club) 	<ul style="list-style-type: none"> KS2 📊 PP – Increase of 5% on National 2018, increase of 65% on SPCEDs 2018 (1 child = 7.7%) PP +18.7% compared to others 📊 Following analysis of the test papers, none of the arithmetic areas, which have previously been areas of concern, were identified as weaker areas for 2018/19. 		

v. Targeted support				
Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	<ul style="list-style-type: none"> 🔥 Non-statutory Social Worker to support pupils and parents. £1470 🔥 Employ staff to support the most vulnerable pupils in school. £18263.70 🔥 School to complete the National Nurturing Schools Programme. £2000 🔥 Employ staff to run a lunchtime Nurture Club £4305.60 🔥 Employ a member of staff to run SEMH intervention groups. £16461.90 	Pupil and parental feedback about work undertaken by Mrs Locke, who leads the SEMH interventions is positive. PP pupils are supported and thus ready to learn. (see data above and also the SIAMS inspection report May 2019)	Being able to support PP pupil's physical, mental and emotional needs has resulted in the pupils being ready to learn and data shows good progress for these pupils.	£63525.16
For identified gaps in learning to be addressed to support PP pupils to be broadly in line with non-PP pupils.	<ul style="list-style-type: none"> 🔥 Varied interventions (according to need) to be provided in school (and sometimes before school) £18639.32 🔥 Provision maps to be reviewed and revised to ensure that entry and exit data is measureable and that objectives for intervention are clear. 🔥 Intervention monitoring for PP pupils to be listed on the monitoring schedule. 🔥 Pupil to staff ratio to be increased in FS1 to allow time for high quality discussions and communication opportunities. PP children to make GLD in the Language and Communication area. £2384.64 	<ul style="list-style-type: none"> 🔥 Interventions have been successful. (see data above) 🔥 Interventions have greater impact due to more focused provision maps, better AfL and more rigorous monitoring. 🔥 All EYFS PP pupils achieved or exceeded the Language and Communication ELG. 	Need to continue to ensure analysis of assessments ensure that the intervention is focused on gaps and has maximum impact.	

For pupils to be in school on a regular basis to have the opportunity to access first quality teaching.	<ul style="list-style-type: none"> 📌 School Attendance Office and Attendance Lead to monitor attendance of PP pupils. School's policies and procedures to be followed, with prompt action to be taken to address any attendance concerns. 📌 Additional support to be offered, when required, through the completion of EHAs. 📌 Parish Pioneers places to be offered and funded to reduce specific attendance barriers. 	PP attendance at the end of 2018/19 is 95.92% compared to 94.5% in 2017/18. PP attendance is better than the total absence figure for the school at 95.17% EHAs and TACs have been put in place for families that need additional support to ensure that the children are in school on a regular basis and with the correct equipment needed.	A greater focus on attendance within school has supported the improvement in attendance. Prompt action supports the pupils and families.	
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vi. Enrichment and Experiences

Desired Outcome	Action/Approach	Estimated Impact	Lessons Learned	Cost
For pupils have the opportunity to access a range of social/cultural/sporting experiences, visits and activities.	<ul style="list-style-type: none"> 📌 Disadvantaged pupils to be supported to be able to access trips and experiences. 📌 Curriculum drivers include 'possibilities' and 'growth' to expose children to growth mindset work and the huge range of possibilities the world has to offer. 	Funding has ensured that all PP pupils have been able to attend any experiences, visits and activities that are provided by the school. a questionnaire shows that the PP pupils are happy with the range of extracurricular clubs that are available to them.	Good relationships with parents and open conversations have supported school in knowing when the parents need support to ensure that PP pupils have access to the same range of opportunities as 'other' pupils.	£4000

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

