

St Hild's College CE (Aided) Primary School

Pupil Premium Strategy Statement 2018 – 2019

Reviewed 1st September 2019

1. Rationale

At St Hild's CE Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding September 2018

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post Looked After 0	Number of Service Children
	30	33		0
63 + (10 3-4 yr olds)	Per Pupil £1,320 (£ 39,600)	Per Pupil £1,320 (£43,560)	Per Pupil £1,900/ £2,300 (£) / (£)	Per Pupil £300

*Looked After Children receive £1,900 with £600 being retained centrally by the Local Authority.

3. Pupil Premium Summary Information

Total Number of Pupils (Inc.10 FTE)	180	Number of Pupils Eligible	73
Total Pupil Premium Budget	83,160	% of Pupils Eligible	40%

4. 2018 – Disadvantaged pupils outcomes								
EYFS – 22 pupils (8 disadvantaged)								
Good Level of Development	School Dis	NA Other	School diff	Nat diff 2017				
	63	74	-11	-17				
Year 1 Phonics	63	85	-22					
KS1 Y2 - 27 pupils (14 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2017	School Dis	NA Other	School diff	Nat diff 2017
Reading	43%	79%	-36	-17	7%	29%		-15
Writing	43%	74%	-31	-19	7%	18%		-11
Maths	43%	80%	-37	-18	7%	25%		-13
KS2 Y6 - 19 pupils (10 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2017	School Dis	NA Other	School diff	Nat diff 2017
Reading	60%	80%	-20	-18	10%	33%	-23	-15
Writing	60%	83%	-23	-15	0%	24%	-24	-11
Maths	80%	81%	-1	-15	20%	28%	-8	-14
GPS	80%	82%	-2	-17	30%	39%	-9	-15
RWM combined	60%	70%	-10	-20	0%	12%	-12	-7

6. 2018 KS1 – KS2 VA Progress				
Average VA	School Disadvantaged	National other	Difference	Nat gap 2017

Reading	-0.93	0.31	-1.24	-1
Writing	-1.90	0.24	-2.14	-0.5
Maths	2.86	0.31	2.55	-0.9

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy
B	End of Y1 Phonics outcomes not in line with national	To increase the number of Pupils eligible for PP in Y1 to be in line with national in phonics.
C	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in reading	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1
D	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in writing	To increase progress and attainment for PP children to be in line with national in writing at the end of Key Stage 1
E	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in maths	To increase progress and attainment for PP children to be in line with national in maths at the end of Key Stage 1
F	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in reading	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2
G	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in writing	To increase the proportion of pupils attaining the expected standard in writing to be in line with national.
8. External Barriers to Future Attainment		
Barriers		Desired Outcomes
H	The proportion of pupils with attendance above 96.1% is below this national average for disadvantaged children	To appoint a Positive Futures Worker to support families and increase attendance to be in line with national.

I	Social deprivation	Provide free breakfast club which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.
J	Social deprivation.	Provide support for low-income Pupil Premium pupils and their families.

9. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation/ Impact (Autumn, Spring, Summer)
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Training for Nursery teacher to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	EDS training Developing a reader & Developing a writer Early Language development Cost: 3x £150 Cover 3 x £100 = £750	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy	Training cycle started and disseminated to support staff. Ongoing staff training Positive ofsted report
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Support staff trained in BLAST Boosting Language Auditory Skills and Talking	Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. (Eef research)	Each session 6 x children 6 x weeks 10x mins a day Resources and training for BLAST Cost: 2 x £150 Cover 2 x £100 Resources £50 Total = £550	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy	Blast training completed and timetable implemented.

A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Speech and Language interventions Speech and Language Therapist used in EYFS to screen children. This informs planning for teaching and 1:1 programmes of language and speech development	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	Input, assessment and programmes provided by Sp&L Therapist delivered by TA's 1 x 20 min daily Cost £1,200 per term = £3,600 Resources £50 Total £3,650	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy	14 children identified for EYFS (*24 across school). Speech and Lang Therapist conducted initial assessments, met with parents and staff. Individual reports and targets provided for each child which are then addressed by staff in school and reviewed by Speech and Lang Therapist termly. Resources provided. CPD for whole staff and individual feedback and next steps to teaching staff and TAs.
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	Detailed phonics intervention programme delivered by qualified teaching assistant	Small group and 1:1 intervention with highly qualified staff have shown be to effective (EEF Toolkit) Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	Daily x 20 min phonics intervention Part time TA support in class for phonics, reading and writing groups Cost: TA time = £6000 Resources = £500 Total = £6500	Baselines on entry to Reception indicate that pupils access provision with below levels in C&L and Literacy	Baseline data established Target intervention in place with timely discrete teaching supporting pupils Tracking data evidences progress for all groups Gap is closing in outcomes from October to December in Reading from 19% to 11% GLD from 22% to 11% December 18 PP reading improved from 31% →62% ARE PP GLD improved from 23% →62% ARE Pupil progress meeting held with SLT January 2019, interventions review and in place to support children. Mobility in cohort
B	To increase the number of Pupils eligible for PP in Y1 to be in line with national in phonics.	Detailed intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Part time TA employed to deliver detailed intervention programme includes phonics and support in English lessons	End of Y1 Phonics outcomes not in line with national. 63% PP children met expected standard in 2018 v 83% National	Timetable of enhanced provision established (individual interventions detailed on school tracking internal trackers) 8/11 (73%) PP children on track to pass, making significant progress over the term. Pupil progress meeting held with SLT January 2019, interventions review and in place to support children (noted on internal step trackers.)

				TA Cost = £5000 Resources = £500 Total = £5500		<p>Pupil progress meeting held with SLT January 2019, interventions review and in place to support children.</p> <p>February 19 Assessments– 83% of whole class on track to pass phonics screening 88% of PP children on track to pass</p> <p>Some mobility – 2 new starters % of PP children who pass phonics screening test = 80% National 84% Attainment raised from 63%</p>
C	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1	Additional adult support in class enables focus groups to be smaller	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	TA Cost included in C, D and E Cost: £10,257	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in reading 43%ARE v 79% Nat	<p>Timetable of enhanced provision established PP meetings and PM meetings with teaching and support staff. (Individual interventions detailed on school tracking internal trackers) December 18 Reading PP 80% ARE v non PP 63%ARE Reading progress 80% PP made at least typical progress over Autumn term</p> <p>Pupil progress meeting held with SLT January 2019, interventions review and in place to support children Feb 19 data.</p> <p>Reading 83% PP children met expected standard compared to 78% national for non PP</p>
C	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1	Targeted guided reading sessions with experienced TA planned by the teacher. (including student volunteers)	Eef research evidences that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3x30 min guided reading sessions per week Also 1:1 reading with student volunteers 2 x weekly Reading comprehension intervention 3x20 min weekly Lunchtime homework club	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in reading 43%ARE v 79% Nat	<p>Timetable of enhanced provision established Booster interventions are planned to support pupils with evaluation of impact at end of Autumn term.</p> <p>Dec 18 Reading PP 80% ARE v non PP 63%ARE Reading progress 80% PP made at least typical progress over Autumn term</p> <p>Pupil progress meeting held with SLT January 2019, interventions review and in place to support children Feb 19 data</p> <p>Reading 83% PP children met expected standard compared to 78% national for non PP</p>

				<p>includes comprehension work</p> <p>Cost: Staffing see above Resources £1000 Total = £1000</p>		
D	To increase progress and attainment for PP children to be at least in line with national in writing at the end of Key Stage 1	Eef training disseminated to teaching staff writing stimulus literacy shed resources	To create stimulus about life experiences that some PP children will not have to provide stimulus and develop ideas for writing	<p>Training Cover = £500</p> <p>3 x staff meeting no cost</p> <p>Y4 children to work with drama specialist Creative writing skills 6 weeks x 1 session Cost £1400 Inc CPD for staff</p> <p>Resources = £500 Total = £2400</p>	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in writing KS1 outcomes 2018 Writing PP 43%ARE v 74% Nat	<p>Staff training disseminated to staff. SLT observation, book and planning scrutiny identifies resources being used in planning and delivery. Opportunities to share good practice timetabled and evaluated.</p> <p>Writing project mid-September to November 2018 80% Y4 PP children made at least typical progress during the Autumn term in writing.</p> <p>Successful whole school writing week based on alien invasion in school.</p> <p>Writing 83% PP children met expected standard compared to 73% national for non PP</p>
D	To increase progress and attainment for PP children to be at least in line with national in writing at the end of Key Stage 1	Daily support in writing lessons	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	<p>Daily 1:5 phonics intervention groups</p> <p>Daily 1:6 spelling intervention groups</p> <p>TA group support in lessons allowing higher adult : group ratio</p> <p>Lunchtime homework club</p> <p>Cost: see TA cost C</p>	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in writing KS1 outcomes 2018 Writing PP 43%ARE v 74% Nat	<p>Timetable of enhanced provision established PP meetings and PM meetings with teaching and support staff. (Individual interventions detailed on school tracking internal trackers) December 18 Writing PP 40% ARE v non PP 56%ARE Writing progress 80% PP made at least typical progress over Autumn term</p> <p>Pupil progress meeting held with SLT January 2019, interventions review and in place to support children Feb 19 data particularly gaps in group of PP children working at E1 within stage 2 writing.</p> <p>Writing 83% PP children met expected standard compared to 73% national for non PP</p>

E	To increase progress and attainment for PP children to be at least in line with national in maths at the end of Key Stage 1	Training for teaching staff to ensure Quality First Teaching. Disseminated to staff by the maths lead following math hub training	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Training Cover = £500 3 x staff meeting no cost 5 big ideas Mastery maths training Resources = £500 Total = £1000	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in maths KS1 outcomes 2018 Maths PP 43% ARE v 79% Nat	Staff training disseminated to staff. SLT observation, book and planning scrutiny identifies resources being used in planning and delivery. (available in SLT files) Opportunities to share good practice timetabled and evaluated. Maths 835 PP children met expected standard compared to 79% national for non PP
E	To increase progress and attainment for PP children to be at least in line with national in maths at the end of Key Stage 1	Daily support in maths lessons	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	Daily 1:5 daily maths intervention groups TA group support in lessons allowing higher adult : group ratio Lunchtime homework club Lunchtime Times Tables Rock Stars provision Lunchtime homework club Total see TA cost C	At the end of Key Stage 1, 2018 data indicates that the proportion of pupils attaining the expected standard is below the national average in maths KS1 outcomes 2018 Maths PP 43% ARE v 79% Nat	Timetable of enhanced provision established PP meetings and PM meetings with teaching and support staff. (Individual interventions detailed on school tracking internal trackers) December 18 Maths PP 60% ARE v non PP 56%ARE Maths progress 100%PP made at least typical progress over Autumn term Pupil progress meeting held with SLT January 2019, interventions review and in place to support children Maths 835 PP children met expected standard compared to 79% national for non PP
F	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2	Daily support in lessons. TA and additional teacher (Y6 am's)	EEF research suggests that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	1:1 reading with student volunteers 2 x weekly. Free Additional TA and additional teacher in lessons allowing higher adult : group ratio 3x	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in reading.	All provision map groups up and running for targeted children. 1:1 tuition for targeted children. 86% PP children made at least typical progress in reading during Autumn term Pupil progress meeting held with SLT January 2019, interventions review and in place to support children

				comprehension guided reading sessions per week Cost: £8000		Reading 80% PP children met expected standard compared to 78% national for non PP
F	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2	Sharing good practice.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement Ofsted Jan 17 target to share good practice Offering support to RQT's	Release time for NB to support RQTs to ensure high quality QFT Cost £500 Release time to allow RQTs to observe experienced teacher in Year 6 Cost £500 Release time to allow SENCO to observe TAs to ensure high quality input across school £500 Additional 2 x TA support in classes mornings KS2 Approx. Cost £5000 Lunchtime homework club Total Cost: £6500	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in reading.	SLT monitoring timetable in place to ensure opportunities for support and sharing of good practice. Pupil progress meeting held with SLT January 2019, interventions review and in place to support children Reading 80% PP children met expected standard compared to 78% national for non PP KS2 teaching strong during May Ofsted report – quality of teaching rated good Progress good across KS2

<p>G</p>	<p>To increase the proportion of pupils attaining the expected standard in writing to be in line with national at the end of Key Stage 2.</p>	<p>Daily support in KS2 Support for RQT development</p>	<p>Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)</p>	<p>Additional TA and additional teacher in lessons allowing higher adult : group ratio 3x a week Cost £8000</p> <p>Release time for NB to support RQTs to ensure high quality QFT £500</p> <p>Release time to allow RQTs to observe experienced teacher in Year 6 Cost £500</p> <p>Release time to allow SENCO to observe TAs to ensure high quality input across school Cost £ 500</p> <p>Release time for RQTs to work with Assistant Director from the Diocese to ensure high quality teaching across KS2 Cost £500</p> <p>TA interventions: Basic skills Sentence groups</p> <p>Additional 2 x TA support in classes mornings KS2 Approx. Cost</p>	<p>At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in writing.</p>	<p>December 18 Y3 Maths progress 77%PP made at least typical progress over Autumn term Reading progress 100% PP made at least typical progress over Autumn term Writing progress 96% PP made at least typical progress over Autumn term</p> <p>December 18 Y4 Maths progress 100%PP made at least typical progress over Autumn term Reading progress 90% PP made at least typical progress over Autumn term Writing progress 80% PP made at least typical progress over Autumn term</p> <p>December 18 Y5 Maths progress 75%PP made at least typical progress over Autumn term Reading progress 75% PP made at least typical progress over Autumn term Writing progress 58% PP made at least typical progress over Autumn term. January 19 – writing intervention groups reviewed with SLT Pupil progress meeting held with SLT January 2019, interventions review and in place to support children, particularly gaps in group of PP children working at E1 within their stage.</p> <p>Writing moderation with LA advisor</p> <p>Writing 80% PP children met expected standard compared to 83% national for non PP</p>
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				£ 5000 Lunchtime homework club Cost: £15000		
G	To increase the proportion of pupils attaining the expected standard in writing to be in line with national at the end of Key Stage 2.	Eef training disseminated to teaching staff writing stimulus literacy shed resources	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Staff meeting time (Same costings as KS1 as for whole staff. No added costing here.)	At the end of KS2 , pupils who are eligible for PP achieving the expected standard is below the national average in writing.	Staff training disseminated to staff. SLT observation, book and planning scrutiny identifies resources being used in planning and delivery. Opportunities to share good practice timetabled and evaluated. Writing project mid-September to November 2018 80% Y4 PP children made at least typical progress during the Autumn term in writing. Successful whole school writing week based on alien invasion in school. Writing 80% PP children met expected standard compared to 83% national for non PP
H	The proportion of pupils with attendance above 96.1% is below this national average for disadvantaged children	Role of positive future as Attendance Officer to work with families. Action Plan to be drawn up for each family. Monitor those children under 96% and identify early if causing concern	Persistent absentee rates were greater than the national average in 2017-18. Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance	Employment of 0.6 Positive Futures Worker Cost £16,800	The proportion of pupils with attendance above 96.1% is below this national average for disadvantaged children	Full action plan and monitoring timetable in place, including new procedures for children late in arrival. Presentation for parents about attendance at Meet the teacher event. All new families received information regarding school policy and protocols for attendance. Parents of children with attendance under 90% invited to attendance meetings with PFW and HT Attendance intervention team involvement for support when needed. Governors reviewed attendance with the Positive Futures Worker. Whole school attendance from 01/09/2018 to 26/02/2019 is 95.90% compared to 95.21% over the same period last year. Pupil Premium attendance from 01/09/2018 to 26/02/2019 is 95.12% compared to 94.29% during the same period last year. While Persistent Absence continues to be above the National Average, current systems are

						<p>ensuring that this is addressed. Currently, 17 children from 16 families are persistently absent compared to 20 children who were persistently absent over the same period last year. 11 Pupil Premium children from 10 families are currently persistently absent compared to 15 Pupil Premium children during the same period last year. The robust systems that are in place within school are ensuring that the attendance of the majority of these Persistent Absentees is improving. Case studies are available in school to evidence the impact of the robust attendance systems that are in place.</p> <p>July 2017 PP attendance 93% → July 2018 94.5% → July 2019 95% rising trend nearer to national.</p>
I	Provide free breakfast club which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.	Social deprivation	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)	Subsidised breakfast club Support to parents provided by PFW Inc in Cost above Cost: £3000	Parent questionnaires Pupil questionnaires Meetings with parents	Breakfast club running every morning 8am – 8.45am Free for PP children Bagels offered on both yards for children who do not attend. Bagels and fruit available for children in Early Years.
J	Provide support for low-income Pupil Premium pupils and their families.	Ensure all aspects of the wider curriculum are accessed, e.g. residential visits, school trips.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Contribution towards regular school visits/ visits Cost: £2000	Parent questionnaires Pupil questionnaires Meetings with parents	Contributions made.

10. Budget Summary

Desired Outcome		Cost
A	Pupils eligible for PP make progress in line with national expectations, particularly in C&L and Literacy	£11,450
B	To increase the number of Pupils eligible for PP in Y1 to be in line with national in phonics.	£5500
C	To increase progress and attainment for PP children to be at least in line with national in reading at the end of Key Stage 1	£11,257
D	To increase progress and attainment for PP children to be in line with national in writing at the end of Key Stage 1	£2400
E	To increase progress and attainment for PP children to be in line with national in maths at the end of Key Stage 1	£1000
F	To increase the proportion of pupils attaining the expected standard in reading to be in line with national at the end of Key Stage 2	£14,500
G	To increase the proportion of pupils attaining the expected standard in writing to be in line with national.	£15,000
H	To appoint a Positive Futures Worker to support families and increase attendance to be in line with national.	£16,800
I	Provide free breakfast club which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.	£3000
J	Provide support for low-income Pupil Premium pupils and their families.	£2000
Total Budget Spent		£82,907

Additional Funding Supporting Provision	
Music tuition for PP children Contributions to assisting with attendance	

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Reverend Tim Ferguson

Pupil Premium Monitoring Meeting	Autumn: 6.9.18, 19.11.18, 28.11.18	Spring: 10.1.19, 15.1.19, 25.1.19, 1.4.19	Summer: 25.04.19
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Autumn Summary – all monitoring records available in school

6.9.18 Review of July 18 data

19.11.18 I explored what this part of the Pupil Premium Strategy looked like for the children, where they go into small groups for support and extra focus. I examined how the teachers and the TAs work together and communicate what support is needed, and discussed how effective even small helps can be. We talked about improving confidence among some of the children they see, and how the TAs notice a big difference as a result of the work.

From the children, I was able to hear a little about their experience of the support they had. They explained some information about their group work and they were positive about the support they were getting and clearly know and like the TAs that help them.

28.11.18 Attended Governor Scrutiny Group – ASP analysis training with EDP inc PP outcomes

Spring Summary

10.1.19 Discussion around the Pupil Premium Strategy, analysing data from the Autumn Term and planning next visit to work with EDP and look at a selection of PP books

15.1.19 Attended Governor Scrutiny Group – analysis of internal data including PP data

25.1.19 Met with EDP to review PP strategy, through a PP audit

1.4.19 Met with Headteacher and examined some PP maths books Y1 and Y5 PP writing books discussing individual children’s progress and any barriers.

Summer Summary

25.04.19 Meeting with HT to scrutinise PP Easter data

1.09.19 Evaluated Pupil Premium Strategy and data look

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Final Review Date	July 2019
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