

Evaluation of 2018-19 Pupil Premium spending

Due to the very small number of pupils receiving Pupil Premium in school to the end of the academic year in July 2018, numerical outcomes have been suppressed so as to preserve anonymity. Please contact the school office and, if appropriate, we will be happy to discuss these in more detail.

Desired outcome	Chosen action / approach	Impact
<p>1a) Quality 1st Teaching leading to accelerated improved outcomes for all pupils in receipt of PP in English and Maths</p>	<p>*Teaching Assistants to support the provision of high-quality teaching and learning through effective monitoring and sharing best practice.</p> <p>*Focused support for PP children to:</p> <ul style="list-style-type: none"> - pre-teach - over-teach -provide emotional and behavioural support -develop good behaviours for learning <p>*Staff training to improve marking and feedback / moderation / behaviours for learning</p> <p>Opportunities to observe best practice</p>	<ul style="list-style-type: none"> • Children receiving Pupil Premium made better progress than non-PP children at the end of Year 6, in all subjects. • FFT 20 targets met for Reading, Writing and Maths • Focused adult support for PP children to: pre-teach / over-teach / provide emotional and behavioural support / develop good behaviours for learning occurred on a daily, ongoing basis. <ul style="list-style-type: none"> - This led to improved confidence and engagement for pupils receiving PP. • Staff training to improve marking and feedback / moderation / behaviours for learning: <ul style="list-style-type: none"> - New Marking and Feedback policy devised to start in September 2019. - Moderation training attended by both teachers. Assessments increasingly accurate - • Opportunities to observe best practice <ul style="list-style-type: none"> - Teaching staff and a TA observed teaching in another similar school. Reciprocal visits also completed. leading to improved confidence / questioning / development of inter-pupil discussion

Desired outcome	Chosen action / approach	Impact
1b) Support the learning of children with SEND who are also eligible for PP	-See 1a re: Quality 1 st teaching: -Development and implementation of individual support plans -training for all staff regarding learning behaviours -1:1 support for vulnerable PP children	<ul style="list-style-type: none"> • Evidence base: classroom monitoring – progress details suppressed
2b) To support children developing relationships and promotion of good behaviour	-Lower School daily Lunchtime and playtime activities and support - Outdoor play equipment	<ul style="list-style-type: none"> • In place and effective but an ongoing focus. <ul style="list-style-type: none"> - Sporting and physical activities provided - fewer bad behaviour 'incidents' reported / more positive feedback from MSAs