

Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	Eastfield Primary Academy				
Academic Year	2019/2020	Total PP budget (provisional)	£94,040	Date of most recent PP Review	Sept 2019
Total number of pupils	247	Number of pupils eligible for PP	59 (Excl. Reception)	Date for next internal review of this strategy	

2. Current achievement			
End of KS2 pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving ARE +/- GD in reading	73%	9%	
% achieving ARE +/- GD in writing	82%	18%	
% achieving ARE +/- GD in maths	64%	18%	
% achieving ARE +/- GD in reading, writing & maths combined	55%	9%	
% making at least expected progress in reading	-2.27 (National =)		
% making at least expected progress in writing	-0.10 (National =)		
% making at least expected progress in maths	-2.23 (National =)		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	<p>Language development, specifically talking and reading: 40% of PP children achieved GLD compared to 79% for Non-PP children. 54% of PP children achieved Reading at expected standard at KS1 vs 76% of Non-PP children. 85% of PP children made expected or better progress. 39% of PP children achieved Writing at expected standard at KS1 vs 76% of Non-PP children. 77% of PP children made expected or better progress.</p>

B.	<p><u>Closing the attainment gap in maths:</u> 40% of PP children achieved GLD compared to 79% for Non-PP children. 54% of PP children achieved Maths at expected standard at KS1 vs 88% of Non-PP children. 85% of PP children made expected or better progress. 64% of PP children achieved Maths at expected standard at KS2 vs 85% of Non-PP children.</p>	
C.	<p><u>The use of manipulatives to support the teaching of maths:</u> 40% of PP children achieved GLD compared to 79% for Non-PP children. 54% of PP children achieved Maths at expected standard at KS1 vs 88% of Non-PP children. 85% of PP children made expected or better progress. 64% of PP children achieved Maths at expected standard at KS2 vs 85% of Non-PP children.</p>	
D.	<p><u>Social and emotional support for our children:</u> 2018-2019 – 69% of PP children received targeted social and emotional support from our Child Protection Officer, an increase of 38% on 2017-2018. PP attendance 2017-2018 was 96.3% and Non-PP attendance was 95.5% - continue to ensure that PP attendance does not fall below that of our Non-PP children.</p>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	<p>Children’s experiences of the wider-world impacts on their cultural capital; declarative knowledge.</p>	
F.	<p>Children understanding of keeping themselves healthy.</p>	
5. Desired outcomes (<i>Desired outcomes and how they will be</i>		Success criteria
A.	<ul style="list-style-type: none"> > Increase the % of PP children achieving GLD and close the gap to Non-PP. > Increase the % of PP children achieving Reading at expected standard at the end of KS1. > Increase the % of PP children achieving Writing at expected standard at the end of KS1. 	<ul style="list-style-type: none"> ✓ PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD. ✓ PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Reading at expected standard at the end of KS1. ✓ PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Reading at expected standard at the end of KS2.
B.	<ul style="list-style-type: none"> > Increase the % of PP children achieving GLD and close the gap to Non-PP. > Increase the % of PP children achieving Maths at expected standard at the end of KS1. > Increase the % of PP children achieving Maths at expected standard at the end of KS2. 	<ul style="list-style-type: none"> ✓ PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD. ✓ PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Maths at expected standard at the end of KS1. ✓ PP children in Y6 will make good progress by the end of the year and at least 73% of the children will achieve Maths at expected standard at the end of KS2.

C.	<ul style="list-style-type: none"> ➤ Increase the % of PP children achieving GLD and close the gap to Non-PP. ➤ Increase the % of PP children achieving Maths at expected standard at the end of KS1. ➤ Increase the % of PP children achieving Maths at expected standard at the end of KS2. 	<ul style="list-style-type: none"> ✓ PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD. ✓ PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Maths at expected standard at the end of KS1. ✓ PP children in Y6 will make good progress by the end of the year and at least 73% of the children will achieve Maths at expected standard at the end of KS2.
D.	<ul style="list-style-type: none"> ➤ PP children received targeted social and emotional support from our Child Protection Officer. ➤ PP attendance remains in line or above that of Non-PP children. 	<ul style="list-style-type: none"> ✓ CP Officer continues to offer targeted support to our PP children. ✓ Targeted PP children attend Breakfast and/or After-school free. ✓ Continue to ensure that PP attendance does not fall below that of our Non-PP children.
E.	<ul style="list-style-type: none"> ➤ Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world. 	<ul style="list-style-type: none"> ✓ Staff will organise a trip/external speaker for their class at least once per term and as a minimum provide the enrichment opportunities as mapped out on our Enrichment offer.
F.	<ul style="list-style-type: none"> ➤ Children will have the opportunity to clean their teeth in school as part of the 'Teeth Clean' strategy on a daily basis. 	<ul style="list-style-type: none"> ✓ All children are provided with a tooth brush (on a termly basis), toothpaste and wipes to enable them to clean their teeth on a daily basis at school. ✓ Children's teeth are checked once per term and any dental treatment required identified.

6. Planned expenditure					
Academic year		2019 - 2020			
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	Review?
✓ Increased Maths attainment – C	✓ Purchase of Manipulatives	<ul style="list-style-type: none"> Recommended by research (EEF); manipulatives to be purchased to enable Maths to be taught using the strategy – CONCRETE – PICTORIAL – ABSTRACT. 	<ul style="list-style-type: none"> Strategy is part of the Maths & Reading AIP. Staff to order further manipulatives. Maths Lead to monitor the use of manipulatives and their effectiveness. Children to make at least satisfactory progress. 	JM & SN	£1,000
✓ Increased Maths attainment – B	✓ Maths Fluency	<ul style="list-style-type: none"> Recommended by research (EEF); every unit of Maths to focus on children's fluency knowledge initially to ensure that this knowledge is secure; TA support. 	<ul style="list-style-type: none"> Strategy is part of the Maths & Reading AIP. This to continue to be revised to ensure that the test is focused and specific to ensure that the tests are no longer than a page, enabling the preceding teaching sequence to be concise and any gaps in children's learning closed. 		
✓ Increased Maths attainment – B	✓ Problem Solving	<ul style="list-style-type: none"> Recommended by research (EEF); children to be taught the 5 types of problem solving, this to be planned for systematically. 	<ul style="list-style-type: none"> Strategy is part of the Maths AIP. Staff Training. Continue to investigate Maths problem-solving/reasoning resources to support teachers planning – Long Table Exercises etc. provide evidence that the 5 types of problem-solving activities are being delivered across the year. Resources to support pitch & expectation. 		£1,000

<p>✓ Increased Reading attainment – A</p>	<p>✓ Early Reading</p>	<ul style="list-style-type: none"> • Recommended by research (EEF); children to have access to a range of reading books that match their phonic level. 	<p>✓ Strategy is part of the Maths & Reading AIP; increasing the percentage of our children who reach national expectation in the Phonic Screening Check as a minimum.</p>	<p>KTo</p>	<p>£3,000</p>
<p>✓ Increased Reading attainment – A</p>	<p>✓ Access to high quality reading material</p>	<ul style="list-style-type: none"> • Parents and children to have access to high quality reading material. This is available for them to select together, to promote parental involvement in their children’s reading. • Children to have access to a range of high quality non-fiction books to match the ‘Imaginative Learning Projects’ that form our curriculum to build cultural capacity; declarative knowledge. • Structured peer to peer support reading; Children reading in pairs. staff reading etc.; a clear timetable of structured activities to support a ‘love of reading’. • Increase reading material that children have in the home to support a ‘love of reading.’ 	<p>✓ Two ‘Reading Sheds’ have already been purchased and installed by the ‘Staff and Friends’ group of Eastfield; one is situated in the EY area and one in the main school area. These are to have a selection of high quality fiction books available for parents and children to select together. These books will be refreshed at the beginning of each term.</p> <p>✓ Strategy is part of the Curriculum AIP.</p> <p>✓ Purchase non-fiction books to support children’s learning in their classrooms, the ‘Coffee Shop’ and the ‘Reading Sheds’ that enrich curriculum content.</p> <p>✓ Strategy is part of Maths & Reading AIP.</p> <p>✓ Clear timetable of structured activities shared with staff</p> <p>✓ All children to receive the gift of a high quality book as a ‘gift’ for their birthday – ensuring that over time children have access to quality reading material at home</p>	<p>KT</p> <p>KT, Ar & KTo</p> <p>SN & KT</p> <p>KTo</p>	<p>£1,215.28</p> <p>£4,000</p> <p>£1,000</p>
Total budgeted cost					£11,215.28

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
✓ Increased Maths attainment – B/C	✓ Identifying mathematical misconceptions	• Recommended by research (EEF); TA's using the Sandwell Test to identify gaps in children's learning & provide targeted intervention.	✓ Monitored as part of termly Pupil Progress Meetings.	KT, SN & JM	£50,000
✓ Increased Maths attainment – A, B & C	✓ Identifying gaps in learning	• Recommended by research (EEF); TA's provide targeted interventions & pre/post teaching to close any gaps in learning & address any misconceptions.	✓ Monitored as part of termly Pupil Progress Meetings.	KT, SN & JM	£50,000 (as above)
Total budgeted cost					£50,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
✓ Targeted Social and emotional support - D	✓ Targeted support from CP Officer	• This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2017/2018.	✓ Children identified by CP Officer and Safeguarding Team.	CP & S/gding Team	£18,700
	✓ Subsidised Breakfast and/or After-school Club	• This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2017/2018.	✓ Children identified by the CP Officer. ✓ Both strategies monitored on a termly basis.	CP	£2,500
✓ Increased range of experiences for our children - E	✓ Focused curriculum enrichment	• This strategy ensured that PP children accessed a range of religious and cultural experiences (including those children in MySpace).	✓ Strategy is part of Curriculum AIP.	AR	£14,000

✓ Increase children's awareness of keeping themselves healthy - E	✓ Teeth Clean Strategy	• Tooth decay in NEL is high; more 5 year old children in Yorkshire & the Humber have had their teeth extracted due to tooth decay than any other region in the UK.	✓ All children are provided with a tooth brush (on a termly basis), toothpaste and wipes to enable them to clean their teeth on a daily basis at school. ✓ Children's teeth are checked once per term and any dental treatment required identified.	SP	£500
Total budgeted cost					£35,700

7. Review of expenditure: £101,668

Previous Academic Year				
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
> Increased Maths attainment	• Purchase of Manipulatives	<ul style="list-style-type: none"> • Target: PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD - 40% of PP children achieved GLD (2/5) • Target: PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Maths at greater depth standard at the end of KS1 – 23% of PP children achieved GDS in Maths (3/13) • Target: PP children in Y6 will make good progress by the end of the year and at least 75% of the children will achieve Maths at expected standard at the end of KS2 – 64% of PP children achieved EXS+ in Maths (7/11) 	<ul style="list-style-type: none"> ✓ The use of manipulatives is beginning to be embedded – we are continuing with this approach 2019/2020. ✓ Purchase of further Maths resources. 	£3,738.00
> Increased Maths attainment	• Maths Fluency	<ul style="list-style-type: none"> • Target: PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD - 40% of PP children achieved GLD (2/5) • Target: PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Maths at greater depth standard at the end of KS1 – 23% of PP children achieved GDS in Maths (3/13) • Target: PP children in Y6 will make good progress by the end of the year and at least 75% of the children will achieve Maths at expected standard at the end of KS2 – 64% of PP children achieved EXS+ in Maths (7/11) 	<ul style="list-style-type: none"> ✓ The revised pre & post tests are now focused solely on Maths fluency; now need to ensure this approach is embedded across the academy – we will continue to embed & refine this approach 2019/2020. 	£1,247.00
> Increased Maths attainment	• Problem Solving	<ul style="list-style-type: none"> • Target: PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD - 40% of PP children achieved GLD (2/5) • Target: PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Maths at greater depth standard at the end of KS1 – 23% of PP children achieved GDS in Maths (3/13) 	<ul style="list-style-type: none"> ✓ We need to continue to ensure that staff are explicitly teaching the 5 different types of problem solving and this links to embedding our Maths 	£410.00

- **Target:** PP children in Y6 will make good progress by the end of the year and at least 75% of the children will achieve Maths at expected standard at the end of KS2 – **64% of PP children achieved EXS+ in Maths (7/11)**

Y1 (5)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	40%	0%	80%	0%	68%	23%	77%	5%
W	40%	0%	100%	0%	68%	18%	91%	14%
M	40%	0%	100%	0%	68%	23%	100%	5%

- ✓ Although PP children's attainment is not in line with Non PP children, this group of have children have made significant progress compared to Non PP children in all 3 subjects.
- ✓ Within this group no child achieved GLD at the end of Reception.
- ✓ One PP child's attendance is at 88.3% (for 2018/2019) and parents received a Penalty Notice (that was subsequently paid).
- ✓ One PP child has significant SEN need and has an EHCP, with a 1:1 TA.

Y3 (16)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	65%	6%	82%	0%	71%	43%	100%	7%
W	53%	6%	65%	0%	71%	21%	71%	0%
M	59%	12%	71%	0%	71%	36%	93%	0%

- ✓ Last year PP attainment for:
 - Reading = 62% an increase of 3%
 - Writing = 54% maintained
 - Maths = 69% a decrease of 10% - we need to monitor this going into Y4
- ✓ Two PP children's attendance is <84% (for 2018/2019) and both parents received a Penalty Notice (both have been paid).
- ✓ A PP child's parent unexpectedly died and this had a significant impact on the child's learning.
- ✓ Three PP children are on the SEN register.

Y4 (9)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	63%	25%	75%	0%	75%	30%	75%	5%
W	63%	25%	88%	0%	80%	25%	90%	5%
M	75%	25%	88%	0%	75%	30%	80%	0%

- ✓ Last year PP attainment for:
 - Reading = 67% a decrease of 4%
 - Writing = 56% an increase of 7%
 - Maths = 67% a increase of 8%
- ✓ One PP child's attendance is at 93.5% (for 2018/2019) and parents received a Penalty Notice (that was subsequently paid).
- ✓ A PP child's parent unexpectedly died and this had a significant impact on the child's learning.

signature pedagogies across the academy 2019/2020.

		<ul style="list-style-type: none"> ✓ A PP child had significant pastoral issues that were addressed across the year, but these impacted on the child's learning. ✓ Two PP children are on the SEN register; one child has an EHCP. <table border="1"> <thead> <tr> <th rowspan="2">Y5 (11)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67%</td> <td>33%</td> <td>100%</td> <td>17%</td> <td>85%</td> <td>35%</td> <td>95%</td> <td>15%</td> </tr> <tr> <td>W</td> <td>58%</td> <td>33%</td> <td>75%</td> <td>17%</td> <td>85%</td> <td>35%</td> <td>90%</td> <td>20%</td> </tr> <tr> <td>M</td> <td>67%</td> <td>25%</td> <td>83%</td> <td>17%</td> <td>75%</td> <td>40%</td> <td>80%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✓ Last year PP attainment for: <ul style="list-style-type: none"> ➢ Reading = 50% an increase of 17% ➢ Writing = 60% an increase of 2% ➢ Maths = 60% an increase of 7% ✓ One PP child received a Penalty Warning. ✓ Two PP children are on the SEN register. 	Y5 (11)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	67%	33%	100%	17%	85%	35%	95%	15%	W	58%	33%	75%	17%	85%	35%	90%	20%	M	67%	25%	83%	17%	75%	40%	80%	0%		
Y5 (11)	PP Attainment			PP Progress		Non PP Attainment		Non PP Progress																																								
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC																																								
R	67%	33%	100%	17%	85%	35%	95%	15%																																								
W	58%	33%	75%	17%	85%	35%	90%	20%																																								
M	67%	25%	83%	17%	75%	40%	80%	0%																																								
> Increased Reading attainment	• Language Enrichment	<ul style="list-style-type: none"> • Target: PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD – 40% of PP children achieved GLD (2/5) • Target: PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Reading at greater depth standard at the end of KS1 – 15% of PP children achieved GDS in Reading (2/13) • Target: PP children in Y6 will make good progress by the end of the year and at least 70% of the children will achieve Reading at expected standard at the end of KS2 – 73% of PP children achieved EXS+ in Reading (8/11) 	<ul style="list-style-type: none"> ✓ The concept of using Knowledge Organisers for non-core curriculum areas was explored over the course of the year. We adopted the Cornerstones Curriculum in December 2018 and this approach was implemented in Spring 2, 2019. We will continue to embed and develop this approach across Y1 to Y6 across 2019/2020. 	£1,868																																												
> Increased Reading attainment	• Access to high quality reading material	<ul style="list-style-type: none"> • Target: PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD – 40% of PP children achieved GLD (2/5) • Target: PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Reading at greater depth standard at the end of KS1 – 15% of PP children achieved GDS in Reading (2/13) • Target: PP children in Y6 will make good progress by the end of the year and at least 70% of the children will achieve Reading at expected standard at the end of KS2 – 73% of PP children achieved EXS+ in Reading (8/11) 	<ul style="list-style-type: none"> ✓ High quality reading material is available in every classroom and this has seen children re-enthused to read at home. ✓ Peer to peer reading has taken place across the year – this needs to be refined and have more structure across 2019/2020. ✓ Reading material in the 'Coffee Shop' has been reduced and replaced with high quality fiction material. In 2019/2020 the non-fiction material needs to reflect the Cornerstones curriculum offer; to provide children with the opportunity to further develop their 'cultural capacity' through non-fiction material available. 	£1,497.02																																												

		<p>PIRA testing data for PP children</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Range</th> <th colspan="2">Standardised Score</th> <th colspan="2">Average Raw Score</th> <th rowspan="2">Difference in ARS</th> <th rowspan="2">% of ch making 12+ / 16+ months progress</th> </tr> <tr> <th>Sept</th> <th>July</th> <th>Sept</th> <th>July</th> <th>Sept</th> <th>July</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2 to 6</td> <td>13 to 18</td> <td>86</td> <td>101</td> <td>4 (2/5)</td> <td>16 (1/2)</td> <td>+12</td> <td>50% (2/4) 50% (2/4)</td> </tr> <tr> <td>Year 2</td> <td>1 to 18</td> <td>14 to 24</td> <td>91</td> <td>109</td> <td>9 (5/11)</td> <td>19 (6/10)</td> <td>+10</td> <td>91% (10/11) 82% (9/11)</td> </tr> <tr> <td>Year 3</td> <td>3 to 27</td> <td>8 to 30</td> <td>87</td> <td>97</td> <td>13 (7/15)</td> <td>21 (9/13)</td> <td>+8</td> <td>50% (8/16) 50% (8/16)</td> </tr> <tr> <td>Year 4</td> <td>2 to 30</td> <td>14 to 33</td> <td>105</td> <td>103</td> <td>17 (6/9)</td> <td>23 (5/8)</td> <td>+6</td> <td>22% (2/9) 22% (2/9)</td> </tr> <tr> <td>Year 5</td> <td>3 to 26</td> <td>11 to 34</td> <td>92</td> <td>116</td> <td>15 (4/11)</td> <td>25 (6/10)</td> <td>+10</td> <td>80% (8/10) 80% (8/10)</td> </tr> <tr> <td>Year 6</td> <td>6 to 33</td> <td>12 to 33</td> <td>95</td> <td>102</td> <td>18 (5/11)</td> <td>21 (5/11)</td> <td>+3</td> <td>70% (7/10) 50% (5/10)</td> </tr> </tbody> </table> <p>✓ The PIRA data shows that PP children have made progress with reading; average reading scores for all year groups have increased.</p>		Range		Standardised Score		Average Raw Score		Difference in ARS	% of ch making 12+ / 16+ months progress	Sept	July	Sept	July	Sept	July	Year 1	2 to 6	13 to 18	86	101	4 (2/5)	16 (1/2)	+12	50% (2/4) 50% (2/4)	Year 2	1 to 18	14 to 24	91	109	9 (5/11)	19 (6/10)	+10	91% (10/11) 82% (9/11)	Year 3	3 to 27	8 to 30	87	97	13 (7/15)	21 (9/13)	+8	50% (8/16) 50% (8/16)	Year 4	2 to 30	14 to 33	105	103	17 (6/9)	23 (5/8)	+6	22% (2/9) 22% (2/9)	Year 5	3 to 26	11 to 34	92	116	15 (4/11)	25 (6/10)	+10	80% (8/10) 80% (8/10)	Year 6	6 to 33	12 to 33	95	102	18 (5/11)	21 (5/11)	+3	70% (7/10) 50% (5/10)		
	Range			Standardised Score		Average Raw Score		Difference in ARS	% of ch making 12+ / 16+ months progress																																																																
	Sept	July	Sept	July	Sept	July																																																																			
Year 1	2 to 6	13 to 18	86	101	4 (2/5)	16 (1/2)	+12	50% (2/4) 50% (2/4)																																																																	
Year 2	1 to 18	14 to 24	91	109	9 (5/11)	19 (6/10)	+10	91% (10/11) 82% (9/11)																																																																	
Year 3	3 to 27	8 to 30	87	97	13 (7/15)	21 (9/13)	+8	50% (8/16) 50% (8/16)																																																																	
Year 4	2 to 30	14 to 33	105	103	17 (6/9)	23 (5/8)	+6	22% (2/9) 22% (2/9)																																																																	
Year 5	3 to 26	11 to 34	92	116	15 (4/11)	25 (6/10)	+10	80% (8/10) 80% (8/10)																																																																	
Year 6	6 to 33	12 to 33	95	102	18 (5/11)	21 (5/11)	+3	70% (7/10) 50% (5/10)																																																																	
									Total Cost	£8,760.02																																																															

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
➤ Increased Maths attainment	• 1:1 Tuition	<ul style="list-style-type: none"> ✓ Target: 1 Y6 PP ch to achieve GDS in Maths – achieved EXS ✓ Target: 2 Y5 PP ch to achieve EXS in Maths – achieved EXS 	<ul style="list-style-type: none"> ✓ We will not be continuing with the online Maths tutor as we did not feel that it was value for money. However, we will continue with a subscription to the online resources as we are implementing rapid recall (Fluent in 5/Rapid Reasoning) in 2019/2020 to enable children to develop a rapid recall of a wide range of mathematical concepts. 	£500.00

<p>> Increased Maths attainment</p>	<p>• Identifying mathematical misconceptions</p>	<p>✓ Target: Sandwell Test is used to identify gaps in children's learning & provide targeted intervention – achieved</p> <p>✓ Data shows that:</p> <table border="1" data-bbox="703 165 994 612"> <thead> <tr> <th colspan="2">Progress Made</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>✓ 8 mths</td> </tr> <tr> <td>Y2</td> <td>✓ 0 mths ✓ 23 mths ✓ 14 mths</td> </tr> <tr> <td>Y3</td> <td>✓ 17 mths ✓ 15 mths ✓ 16 mths</td> </tr> <tr> <td>Y4</td> <td>✓ 5 mths ✓ 4 mths</td> </tr> <tr> <td>Y5</td> <td>✓ 20mths ✓ 21 mths</td> </tr> <tr> <td>Y6</td> <td>✓ 40 mths ✓ 30 mths ✓ 13 mths</td> </tr> </tbody> </table>	Progress Made		Y1	✓ 8 mths	Y2	✓ 0 mths ✓ 23 mths ✓ 14 mths	Y3	✓ 17 mths ✓ 15 mths ✓ 16 mths	Y4	✓ 5 mths ✓ 4 mths	Y5	✓ 20mths ✓ 21 mths	Y6	✓ 40 mths ✓ 30 mths ✓ 13 mths	<p>✓ Data shows that this approach enables children to make accelerated progress and will continue in 2019/2020.</p>	<p>£61,017.00</p>										
Progress Made																												
Y1	✓ 8 mths																											
Y2	✓ 0 mths ✓ 23 mths ✓ 14 mths																											
Y3	✓ 17 mths ✓ 15 mths ✓ 16 mths																											
Y4	✓ 5 mths ✓ 4 mths																											
Y5	✓ 20mths ✓ 21 mths																											
Y6	✓ 40 mths ✓ 30 mths ✓ 13 mths																											
<p>> Increased Maths attainment</p>	<p>• Identifying gaps in learning</p>	<p>✓ Target: TA's provide targeted interventions & pre/post teaching to close any gaps in learning & address any misconceptions.</p> <p>✓ Data shows that:</p> <table border="1" data-bbox="703 788 1258 1259"> <thead> <tr> <th></th> <th>EXS +</th> <th>Comparison to 2018/2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>40%</td> <td>✓ 40% increase</td> </tr> <tr> <td>Y1</td> <td>40%</td> <td>✓ 40% increase (no chn achieved GLD)</td> </tr> <tr> <td>Y2</td> <td>54%</td> <td>✓ Maintained</td> </tr> <tr> <td>Y3</td> <td>59%</td> <td>✓ 10% decrease (2 chn) - monitor</td> </tr> <tr> <td>Y4</td> <td>67%</td> <td>✓ 8% increase</td> </tr> <tr> <td>Y5</td> <td>67%</td> <td>✓ 7% increase</td> </tr> <tr> <td>Y6</td> <td>64%</td> <td>✓ 10% decrease (1 ch)</td> </tr> </tbody> </table>		EXS +	Comparison to 2018/2019	R	40%	✓ 40% increase	Y1	40%	✓ 40% increase (no chn achieved GLD)	Y2	54%	✓ Maintained	Y3	59%	✓ 10% decrease (2 chn) - monitor	Y4	67%	✓ 8% increase	Y5	67%	✓ 7% increase	Y6	64%	✓ 10% decrease (1 ch)	<p>✓ Data shows that this approach enables children to make accelerated progress and will continue in 2019/2020.</p>	
	EXS +	Comparison to 2018/2019																										
R	40%	✓ 40% increase																										
Y1	40%	✓ 40% increase (no chn achieved GLD)																										
Y2	54%	✓ Maintained																										
Y3	59%	✓ 10% decrease (2 chn) - monitor																										
Y4	67%	✓ 8% increase																										
Y5	67%	✓ 7% increase																										
Y6	64%	✓ 10% decrease (1 ch)																										
			<p>Total Cost</p>	<p>£61,517.00</p>																								

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															
<ul style="list-style-type: none"> Targeted Social and emotional support 	<ul style="list-style-type: none"> Targeted support from CP Officer Subsidised Breakfast and/or After-school Club 	<p>✓ Target: no gap in attendance between PP children and non-PP children; data shows that PP children's attendance is 0.8% better than Non-PP children.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017 - 2018</th> <th colspan="2">2018 - 2019</th> </tr> <tr> <th></th> <th>PP chn</th> <th>Non-PP chn</th> <th>PP chn</th> <th>Non-PP chn</th> </tr> </thead> <tbody> <tr> <th>%</th> <td>95.5%</td> <td>95.7%</td> <td>96.3%</td> <td>95.5%</td> </tr> </tbody> </table> <p>✓ Target: no gap in attendance between PP children and non-PP children; 50% of PP children were invited to attend Breakfast / After-school Club; data shows that PP children's attendance is 0.8% better than Non-PP children.</p>		2017 - 2018		2018 - 2019			PP chn	Non-PP chn	PP chn	Non-PP chn	%	95.5%	95.7%	96.3%	95.5%	<p>✓ Data shows that this approach has ensured that our PP children's attendance is continually monitored closely and that PP children's attendance is better than Non-PP children's attendance; this approach will continue next year.</p>	<p>£18,700</p> <p>£ 1,441</p>
	2017 - 2018		2018 - 2019																
	PP chn	Non-PP chn	PP chn	Non-PP chn															
%	95.5%	95.7%	96.3%	95.5%															
<ul style="list-style-type: none"> Increased range of experiences for our children 	<ul style="list-style-type: none"> Focused curriculum enrichment 	<ul style="list-style-type: none"> Children have experienced a Christmas Pantomime. Y3/4 visited St Andrew's church to take part in a Harvest Festival service. Y4, Y5 & Y6 took part in the Remembrance service at St Andrew's church. Rev Julie Donn has conducted the following services in school: <ul style="list-style-type: none"> ✓ Carol Service ✓ Christingle ✓ Advent ✓ Candlemass ✓ Easter Service The children have experienced the following: <ul style="list-style-type: none"> ✓ Y1 & 2 Rand Farm ✓ Y3 Immingham Museum ✓ Y5 & 6 Yorkshire Wildlife Park ✓ Y4 The Deep ✓ EYFS The Deep ✓ Y3 Woodside Wildlife Park ✓ Y3 & 4 Classroom in the Woods 	<ul style="list-style-type: none"> Continue to provide the children with the opportunity to experience a Christmas Pantomime. Continue to engage with St Andrew's church to engage with the local community and enrich their understanding of Christianity. Continue to provide curriculum enrichment activities – ensure that these are focused and clearly linked to our curriculum offer; see Enrichment Offer. 	<p>£11,250</p>															
			Total Cost	£31,391.00															

8. Additional detail

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