

1. Review of expenditure - Edgar Sewter Primary School

Academic Year		2018-19		
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
To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Key staff- subject leaders, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	<p>In all classes interventions were planned by subject leaders to support disadvantaged pupils to improve reading, writing and phonics and general confidence. In Maths,92% targeted children made at least expected progress from their starting points, in Reading 92% and Writing it was 94%.</p> <p>The leadership teams identified PP children during pupil progress meetings,planned interventions during their release time.</p> <p>Senior leaders mentored teachers to develop and maintain quality first teaching. Staff were supported through learning walks, regular developmental conversations, coaching sessions, data scrutiny, pupil perceptions and team teaching. The subject leaders were involved in scrutinising books and data to support the staff in providing targeted intervention and precise planning in order to maintain quality first teaching.</p> <p>At KS2 the combined score for pupils achieving ARE in reading, writing and maths was 67% for all pupils, but 58% for disadvantaged pupils. In maths 73% of pupils achieved AE and EE, compared to 58% for disadvantaged pupils,in reading 73% and writing it was 83% compared to 67% for disadvantaged in both areas.</p>	<p>This will be continued next year.</p> <p>Next year we will continue to encourage staff to work with subject and senior leaders through pupil progress meetings to address issues before they become a significant concern.</p> <p>We will also share more good practice with staff in school through in house CPD</p>	

		<p>In KS1 phonics 43% of disadvantaged pupils passed the screening check, compared to 79% of pupils overall.</p> <p>In KS1 combined school for pupils achieving ARE was 59%. For disadvantaged pupils 40% achieved ARE and EE.</p> <p>In EYFS - 33% of PP children achieved ELG.</p>	<p>Meeting agendas will be more closely linked to the issues arising from SLT meetings to ensure good practice is being upheld across the school.</p>	
<p>To increase pupils' participation in high quality PE.</p> <p>To increase pupils' participation and experience of sporting activities within and beyond the school day.</p> <p>To provide wider opportunities for all children.</p>	<p>Provision of specialist PE teacher to teach PE throughout the school to develop each pupil as a whole learner, giving them key skills to transfer to other subjects.</p>	<p>All children have weekly PE lessons with our specialist PE teacher. Class teachers also benefit from the advice and expertise that AS gives when planning high quality PE lessons for the 2nd session of the week. Throughout the school year sporting coaches come in to school and sporting events take place.</p> <p>Regular clubs were organised throughout the year with various activities including bushcraft/ forest schools, karate, dance and construction.</p> <p>The children represented the school at 10 different tournaments, matches and competitions over the course of the year.</p> <p>This year, school teams represented the school successfully and in a sporting manner across a range of disciplines.</p> <p>79% of disadvantaged children at KS2 were involved in at least one sports tournament or after school club.</p>	<p>This is an area that will continue to be funded.</p>	

			Total cost	£23,156
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
To provide earlier and personalised intervention for pupils identified as underachieving. To develop basic literacy and numeracy skills. To increase the small group support we provide to develop confidence. To develop and extend skills specifically in phonics, English and maths.	Non-teaching staff for interventions across the school	TAs across the school delivered a range of intervention programmes for which they received specific training, or completed them under the guidance of / in consultation with the CT and Senior leaders. In KS1 phonics 43% of disadvantaged pupils passed the screening check, compared to 79% of pupils overall. Yr2 56% of disadvantaged pupils achieved ARE. Those not achieving ARE were either SEND or have joined us since EYFS SATs results reflect the impact of sessions given by TAs across the school to develop confidence and provide immediate, personalised interventions to pupils where needed. See data referred to previously in the report.	This has proven to be a useful approach to target children and address learning gaps. Next year we will need to continue to select our interventions, staff and pupils carefully and monitor progress closely, adapting and changing as needs develop / arise.	
			Total cost	£31,238
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
<p>To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</p>	<p>Staffing costs of pupil support worker.</p>	<p>Pastoral support worker engaged with 75% of children at times and 25% of children and families on a regular basis of which 75% were pupil premium, giving structured support and following CP, TAC and EWO support.</p> <p>The pastoral support worker has prioritised the pupil premium children within her regular work supporting them to be in the right place for learning. This maybe a quick check in, a game, supportive work etc.</p> <p>Many families seek support for a variety of reasons – this support is often a mix of support and advice for the adult / parent and support for the child. The range includes, toileting support, emotional support, parental support, social care involvement etc, mental health support, behaviour support, supporting families with referrals to other agencies such as paediatricians, family liaison workers etc, support helping parents understand their child's needs / issues.</p> <p>Attendance of disadvantaged pupils is monitored carefully. This will continue to be a major area of focus for next year, the school has a first day calling policy.</p> <p>Attendance for PP children is 93.9% compared to 96.5% for non PP.</p> <p>The EWO has supported families with persistently poor attendance School has funded transport for some PP children who do not live in catchment.</p>	<p>This is a crucial part of our school. Staff, pupils and families recognise the importance and positive impact of the pastoral support worker have.</p> <p>Having one member of the team to address attendance and punctuality figures / trends weekly and to follow up daily absence immediately, has had an impact - giving a zero tolerance to persistent lateness / absence. This needs to continue next year</p>	

<p>To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem</p>	<p>To implement the Jigsaw mindfulness approach to PSHE throughout the school</p> <p>Targeted support for individual children through Thrive.</p>	<p>Thrive has supported children with their emotional well-being through targeted activities both individually and in small groups.</p> <p>These include social stories, restorative approaches to dealing with friendships, emotional awareness and raising self esteem.</p> <p>Jigsaw has allowed all children the opportunity to develop their emotional literacy, which has given the children the language they require in order to problem solve their concerns both with adults and with other children.</p> <p>Incidents of poor behaviour amongst all students has reduced from 278 for the academic year 17 -18 to 181 for this academic year.</p> <p>There have been 1 fixed term lunchtime exclusion, this was not a disadvantaged child.</p>	<p>This will link in next year with further training and development of restorative practice using the Paul Dix approach to behaviour management</p>	
--	---	---	--	--

<p>To enable all pupils to access rich first-hand learning opportunities both within and outside school. To develop and increase accessibility to wider opportunities and further curriculum enrichment opportunities.</p>	<p>Educational visit subsidies</p>	<p>All of our pupils, without exception, experience educational visits and visitors throughout the academic year. These bring rich, varied, practical, relevant and challenging experiences to enhance, develop and enrich the curriculum for each child. Exit interviews with Year 6 show that visitors coming into the school and educational visits off site played an important part in the children's learning and were a highlight of their time at our school..</p>	<p>Our parental contributions for school visits are low. This is an area that our PPG will continue to fund.</p> <p>Next year we will break down costs more explicitly on letters and make parents aware of the costs involved..</p>	
			<p>Total cost</p>	<p>£29,508</p>