



Pupil Premium

Review of Expenditure 2018-19

Carried out by:

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1. Review of expenditure			
Academic year	2018/2019		
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimate impact	IMPACT
A Clear identification of all pupil premium pupil for all staff	All staff to know who the pp pupil are and their barriers to learning.	All members of staff to be given an updated list of the PP pupil half termly. Pupil Premium profiles to be set up and completed for every child Any new pupils joining the school will call for immediate update	All staff have completed a barriers to learning profile for all the Pupil Premium pupils in their class. An updated list of all the Pupil Premium pupil has been given to all members of staff and if this is updated at any time the staff receive the updated version. We are now confident that all members of staff can identify the Pupil Premium Pupils in their class.

<p>B. Good quality teaching and learning in all lessons (including homework)</p>	<p>Learning walks to be reintroduced. Pupil Voice. Book Scrutiny. Homework programs to be monitored by all class teachers. Subject Leaders and SLT to do regular lesson observations and lesson drop ins. New homework policy to be written.</p>	<p>New monitoring system in place and in the pupil's books for the teaching staff to fill in and follow. Quality first teaching targeted for pupil who are working at a low level. Interventions to be monitored. Training for TAs. Subject leaders to do book scrutiny, learning walks and pupil voice then to feedback to the teachers to ensure gaps are addressed. New homework policy to be implemented.</p>	<p>In January 2019 an audit of TA qualifications and training was collected and assessed by the Inclusion Manager. This told us that some of the TAs needed training on the new Curriculum and what interventions they are secure in to deliver effectively.</p> <p>Training in Phonics and White Rose has happened and will be ongoing. As a result of this training TAs are now delivering the programmes effectively and the attainment of the pupils is improving.</p> <p>Regular book scrutinises, learning walks and pupil voice are fed back to SLT and subject leaders. The main strengths recognised were that the pupils were given next steps and there is evidence of high expectations. The marking policy is being used across all Key Stages. The weaknesses found were that some of the children still need to work on presentation and do more peer marking.</p> <p>DL READING 92% of DL pupils are making expected or better progress. WRITING 88% of DL pupils are making expected or better progress. MATHS 76% of DL are making better or expected progress.</p> <p>FORCES. READING 93% are making expected or better progress WRITING 86% are making expected or better progress. MATHS 92% are making better or expected progress.</p> <p>In comparison with Non Pupil Premium some of the Pupil Premium children are at age related and even though others are not they have made some progress in Reading and Writing</p>
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<p>C. Effective marking and feedback and presentation of work</p>	<p>Marking and feedback policy written Nov 18.</p> <p>Presentation policy</p>	<p>All staff will adhere to and successfully apply the school's marking and feedback policy. Teachers to ensure feedback is given to all pupils with particular focus on PP pupil so they are fully aware of what they need to do to make progress. All staff to adhere to and successfully apply the schools presentation policy</p>	<p>A new marking policy is in place and all teachers are following this. The new marking policy includes children being able to peer mark their work and their peers which you can see clearly as they are using a purple pen to show this.</p> <p>Presentation policy is now being used by all teachers. This is shown in their books and the children are now taking pride in their work. In KS2 they can celebrate and share 1 piece each week that they are proud of and gold star that piece of work.</p> <p>Subject leaders do regular book scrutiny's and observations which include a focus on the Pupil Premium pupil. This shows us the gaps of the Pupil Premium pupil so that we can address them with either precision teaching or interventions.</p> <p>Teachers have filled in individual profiles for the Pupil premium pupils identifying their barriers to learning Teachers are then able to plan their lessons around these barriers so that the pupils can access the work. The profiles also remind the teachers that the children may have other barriers such as home life</p>
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<p>D. Effective interventions for PP pupil</p>	<p>Leaders are to ensure that good quality teaching and interventions are in place as part of their in depth scrutiny.</p>	<p>Intervention tracking will be in place and all the PP pupil and Non- pupil premium pupil will be tracked termly Pupil progress meetings will take place at least termly to ensure no pupils gets left behind and that dips in progress can be explained and catered for.</p>	<p>Intervention tracking is now in place. Mid term reviews are help with the TAs/ teachers to monitor progress and effectiveness of the interventions.</p> <p>These are repeated every short term. These show the Inclusion Manager weather the children are making any progress and if they are on the correct interventions.</p>
<p>E. Close monitoring of progress and attainment and identification of gaps in learning</p>	<p>New assessment programme introduced Dec 18. GL Assessment Classroom Monitor</p>	<p>Interventions are to be put in place by the CT and the Inclusion Manager will monitor this through drop ins and the TAs timetables.</p> <p>If no progression then to assess and see why (illness, attendance, interventions not happening.) Identifying further barriers to learning.</p>	<p>GL assessment tool in place. This is a new assessment tool which will show if the children are making progress. The tool can also tell the teachers and the Inclusion manager where the gaps are and what the pupils need help with.</p>

<p>F. Continue to provide highly effective pastoral support</p>	<p>Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.</p>	<p>Inclusion Manager to establish a system for evaluating the effectiveness and impact of ELSA, play therapy and counselling.</p>	<p>We now have an effective assessment tool in place for pupils who are under the ELSA programme. A play therapist and Councillor work with pupils.</p> <p>The assessment tool tells you what area the pupils needs pastoral care for and then targets can be set. After a 6 sessions the assessment tool can also tell you whether they need to continue with support or not.(this shows in a bar chart with a given total they have to achieve).</p>
<p>H. There is a named pupil premium governor and all members of the governing body understand thoroughly how the funding is being used, the rationale for this spending and its intended impact.</p>	<p>More detailed reports to be passed on to the Governors for scrutiny.</p> <p>Presentations made to the Governors to ensure full understanding.</p> <p>Spending implications to be presented by BM at Resource Committee meetings</p>	<p>Specific role dedicated to the Inclusion Manager. Constant updates will be implemented and regular scrutiny of implementation carried out.</p> <p>Resource Committee meetings will have PP as a fixed agenda item for all meetings.</p> <p>BM will prepare costs and spreadsheets to easily share the information on PP spending.</p>	<p>New role of Inclusion Manager has been put in place and the Inclusion Manager will monitor interventions to make sure that they have the desired impact. The inclusion Manager will track the Pupil Premium children to ensure they are making progress.</p> <p>A new Pupil Premium Governor has been The pupil premium governor has now been on training and will monitor how the funds have been spent.</p>