

1. Review of expenditure				
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
To increase the number of children who achieve expected standard and greater depth at KS2	<ul style="list-style-type: none"> • Timely intervene with PPG children first • Strategically position PPG children in groups • Target, monitor and track individual PPG children to achieve Expected Standard in all subjects • Participate in the United Learning Reading project • Year 6 Booster groups • Focussed interventions with the support of an additional adult • Create PPG Champion who focus on PPG 	<p>All teachers are aware of who the PP children are in their classes and intervene based on need.</p> <p>All PP children were tracked throughout the year and targeted for support.</p> <p>2018 R – 64% W – 71% M – 63% C – 54%</p> <p>2019 R – 65% W – 75% M – 85% C – 60%</p> <p>KS2 PP attainment has improved in reading, writing and maths.</p>	Regular tracking of attainment and progress for all children has had an impact on KS2 outcomes. This will continue next year.	
All non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year	<ul style="list-style-type: none"> • Keep up not catch approach • Strategically position PPG children in groups • Target, monitor and track individual 	<p>Whole of KS2 R – 70% W – 65% M – 73%</p>	Despite improving attainment, not all PPG children are achieving ARE. This will be an ongoing focus.	£60,500

groups.	<p>PPG children to achieve Expected Standard in all subjects</p> <ul style="list-style-type: none"> • Split Teaching through the use of a Teaching Assistant • CPD for all Teaching Assistants 	<p>C – 59%</p> <p>Attainment has improved but not all children are achieving ARE in reading, writing and maths.</p>		
ii. 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
To develop a Growth Mindset culture amongst PPG children in order to raise aspirations.	<ul style="list-style-type: none"> • Baseline all PPG children using a Growth Mindset questionnaire • Continue the development of Growth Mindset characters and implementing them into learning 	<p>Questionnaire completed – shows an 8.1% increase in children's resilience and an 8.9% increase in self efficacy.</p> <p>Focus has been on increased resilience and this is evident in learning walks.</p>	Awareness of growth mindset and how this can be achieved has continued to improve this year.	
To provide SEMH intervention for children who are not ready to learn.	<ul style="list-style-type: none"> • Create a SEMH Register • Deliver SEMH interventions for PPG children with this barrier • Run Parent Workshops • Assign SEMH Advocate role 	<p>Mentoring has happened for specific children who are not ready to learn. An increased willingness to engage in learning and improved behaviour has been observed.</p> <p>Parent workshops have happened, but they are not attended by a large enough number of parents. Parents who have attended have fed back that they have been useful.</p> <p>AC is SEMH advocate. She has</p>	SEMH interventions will continue next year.	

		<p>continued to make this a strong focus in the school and staff awareness has increased through INSET.</p> <p>Mindfulness sessions happen across the school and pupil voice has shown that children have a much greater understanding of mental health.</p>		
To increase the wider curriculum opportunities for PPG children.	<ul style="list-style-type: none"> • Offer free Breakfast Club for PPG children • Offer free After School Clubs for PPG children • Offer subsidised trips and visits for PPG children • Target PPG children to access leadership events/activities 	<p>PP children have had access to a broad and balanced curriculum.</p> <p>Curriculum reviewed by UL and judged to be broad and balanced.</p> <p>PP children working above ARE are broadly in line with non-PP children with slightly more PP children working above ARE.</p> <p>A pupil charter has been implemented which ensures that children in each year group participate in a number of different activities during their time at school.</p> <p>Children go on at least one trip or visit every half term.</p>	Curriculum will continue to be a strong focus for the school next year. A redesigned curriculum which adds to previous work will be implemented in September.	
Attendance for PP children is higher this year.	<ul style="list-style-type: none"> • School Attendance Officer to explore a more personalised approach for targeted children. 	Attendance of PP children has improved this year – 2018 – 94%, 2019 – 95%	These actions will continue next year in order to continue to improve PP attainment.	£93792

	<ul style="list-style-type: none"> • Agree targets with families to ensure attendance continues to improve. • Working closely with Early Help and the LA ACE Team to support families in need of additional support. • Feedback to the safeguarding team in fortnightly weekly meetings. 	<p>Families are contacted immediately when a child is absent. If this persists parents are called in to a meeting with the phase leader and then the head teacher.</p> <p>Attendance is discussed at pupil level every fortnight.</p> <p>Term time holidays are unauthorised.</p>		
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2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk