



Pupil Premium Expenditure Report ***'Expect Success'***

How we spent the pupil premium allocation in 2018-2019:

Quality of teaching for all

- Coach and mentor teachers.
- We will focus on key areas we know will have a high impact on disadvantaged learners: Challenging work; High expectations; Resilience; Independence; Provision for more able children
- Provide opportunities for teachers to observe one another.
- Provide further training on assessment including External Moderation of pupil premium books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation but also schools outside of our Local Authority).
- Provide further training and coaching on behaviour for teachers and support staff. All members of the school staff, school leaders, teachers, admin team, external staff, Teaching Assistants and Lunchtime Supervisors to be supported and trained in our behaviour management policy.
- Provide time for school English Leaders to improve the teaching of reading and spelling and improving our children's communication skills. This may include making use of external CPD.
- Purchase additional maths equipment – particularly concrete apparatus. Purchase additional textbooks that enable children to experience challenging tasks that test depth of understanding.
- Continue to purchase challenging reading texts for children.
- Other reading materials to be purchased for school to promote love of reading – e.g. magazines, First News, current popular children's books etc.
- Review the SMSC curriculum.
- Contribute to school trip costs.

Targeted support

- Employ Maths and English specialist Teaching Assistants.
- Provide boosters and in class support for children from the Senior Leadership Team.
- Train staff to deliver Wave 3 Fischer Family Trust reading intervention.
- Run an Easter School
- Deliver phonics interventions including Rapid Phonics, Sound Foundations (as appropriate for the child).
- Pay to access external agencies (e.g. Southampton Advisory Outreach Service, Springwell Inclusion Partnership, Pupil Referral Units, Southampton Psychology Service, Southampton Language Service) to support children with specific needs such as SEMH (Social, Emotional and Mental Health) or EAL (English as an Additional Language).
- Employ an Inclusion Assistant
- Purchase the computer software Clickr7

Other Approaches

- Continue to run the 'Welcome Project'.
- Provide staff training on working with 'Parents & Carers'.
- Provide opportunities for parents and carers to join us in school.
- This may include:
 - Family cooking sessions provided by a specialist cookery teacher

- Curriculum days
- School trips
- Reading with children
- Family groups
- Sessions on e-safety and other child safety matters.
- Purchase of home study and revision support packs for Year 6 children.
- Target poor attendance and punctuality. Provide time for a Senior Leader to undertake targeted work on this area.
- Have a budget to support children and families with individual purchases– e.g. books for home, a bus pass to get to school etc. Note that this is not a miscellaneous ‘pot of money’ to supplement a families income, but to provide targeted help for families at times of particular need.

The effect of the expenditure on eligible and other children:

The Senior Leadership Team has a rigorous approach to monitoring the quality of education and behaviour in the school. A key component of this cycle is ensuring that the Pupil Premium expenditure is having the impact it should on disadvantaged learners. Evidence gathered as part of this is from: learning walks, deep dives, pupil conferences, pupil progress meetings, lesson observations, learning walks, work sampling etc. We also gather evidence from our day-to-day experiences of running the school, e.g. staff meetings, coaching, discussions with parents and carers etc. Last year the SLT determined that:

- There is a culture of high expectation that runs throughout the school.
- Disadvantaged children achieve well and make good progress.
- In class we see children work with a high degree of independence. We see them persevering and showing resilience in a variety of contexts, e.g. not being defeatist in team PE, or making several attempts at solving a maths problem.
- Provision for more able children is improving. The curriculum is adapted to meet needs, for example they are cutaway to work on more challenging tasks with a higher degree of independence.
- The quality of teaching is at least good.
- Across a range of subjects, almost all children make strong progress from their different starting points.
- A strong reading culture exists throughout the school. Children enjoy reading for pleasure and develop the skills to interpret what they read. The teaching of reading comprehension skills is a strength of the school. High-quality class texts and well-planned activities enable children to make rapid progress and gain higher level reading skills. Children’s written work about their reading is of a high standard. Leaders and teachers promote reading for enjoyment enthusiastically across the school. Children read regularly, both at home and at school.
- The curriculum is broad and balanced. Children enjoy learning in a range of subjects and participate well in all areas.
- Children talk enthusiastically about their work and visits to places which enhance their learning. We have ensured that disadvantaged children do not miss out on these opportunities.
- Easter School provided a valuable opportunity for the children to prepare for the end of Key Stage 2 assessments.
- Teachers have high expectations for children in their class. There are good relationships between children and staff. Classrooms are calm and orderly. Children respond well, engage fully in their learning, and make good progress.
- Teaching assistants are highly skilled and offer a good level of support tailored to the needs of children within the classroom. They work well with a wide range of children and are careful not to support too much. Instead they offer guidance through careful questioning.
- The school’s feedback policy is followed consistently throughout the school. Children respond positively to the feedback that teachers provide for them. During lessons, teachers systematically check children’ understanding and successfully assist them in making further progress
- The teaching of writing is good. Children produce high-quality work for different audiences. They confidently adopt the features found in range of writing genres. Children take great pride in their work. Their books are neat and well presented.

- Teachers provide regular homework for children. Children and parents say that these tasks are both enjoyable and help improve children's learning. Revision books provided opportunities for children to further prepare for the end of Key Stage assessments.
- In lessons, children's behaviour is very good.
- Post Looked After Children are receiving additional intervention tailored to their learning needs and interests so as to fully engage them.
- Specialist support and recommended strategies are assisting teacher's provision for specific children. This is enabling these children to become independent and resilient learners, with appropriately set learning opportunities.
- Children in need of bespoke 1:1 literacy intervention are receiving this. Tracking of their reading ages and book bands shows that the children are making strong progress.
- Assistive software is enabling children to access the curriculum and demonstrate their understanding. It enables children to access foundation subjects as text can be read to them and recording their ideas is far easier.
- The CPA approach is becoming increasingly embedded with teachers able to use resources to assist the children's understanding of key mathematical concepts. Teachers are able to think creatively and use apparatus for a range of concepts.
- The SMSC curriculum was reviewed and further updated to meet the needs of the children. The school is ambitious in its outlook and the curriculum is highly personalised for our cohort. There are explicit links made with the British Values.
- Children in need of additional support, e.g. around bereavement, mental health, social skills etc. receive timely and skilled support. This is enabling the children to feel safe at school and ready to learn.
- Family cooking continues to provide an enjoyable way of engaging children and parents/carers in learning. The sessions incorporate many learning opportunities, such as healthy eating, food groups, digestion, weighing and measuring and plastic waste.
- The specialist Maths and English Teaching Assistants are ensuring that children keep up and catch up. They are highly skilled in their role and flexible to the needs of the children they work with. The FFT Wave 3 programme is showing rapid progress. This is tracked through regular assessments.
- Where attendance is of concern swift action is taken to tackle this, including by making referrals to the Education Welfare Service.