



Pupil Premium Expenditure Report

'Expect Success'

How we spent the pupil premium allocation in 2017-2018:

Quality of teaching for all

- Provided further training on assessment for Year Leaders.
- Externally moderated Pupil Premium books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation).
- Provided opportunities for teachers to observe other teachers, in and out of the school.
- Provided coaching for 'Quality First Teaching' with a focus on key priority areas for disadvantaged pupils: feedback; challenging work; high expectations; resilience; provision for more able pupils; swift and timely 'gap filling'; Reading and Spelling; improving communication skills.
- Continued professional development in particular focusing on: opportunities for more able disadvantaged children; English and Maths pedagogy; pupil engagement.
- Provided time for English Leaders to monitor spelling and in turn support staff with the teaching and learning of spelling.
- Purchased additional maths equipment – particularly concrete apparatus.
- Purchased additional textbooks that enable children to experience challenging tasks that test depth of understanding – e.g. 'Maths no Problem books.
- Purchased new reading books and provided subsequent staff training on comprehension strategies.
- Purchased additional reading materials to promote love of reading – e.g. magazines, First News, high quality texts for book corners.

Targeted support

- Employed Maths and English specialist Teaching Assistants.
- Provided phonics intervention including Rapid Phonics, Sound Foundations (as appropriate for the child).
- The Senior Leadership Team delivered boosters and in class support.
- Employed an additional Teaching Assistant in Year 5 with a brief of getting the cohort ready for end of Key Stage 2 expectations.
- Delivered paired reading interventions.
- Provided ongoing time for English leaders to embed work on speech, language and communication following input from last year (see expenditure report below).
- Staff trained to deliver Wave 3 Fischer Family Trust reading intervention.
- Provided an Easter School for our Year 6 children.

Other Approaches

- The school participated in FAST (Families and Schools Together) project in conjunction with Save the Children.
- New cycle of ways parents can find out more about their child's learning: 'Meet the Teacher' evening to be replaced with coffee afternoon; 'Open Book Hours' etc.
- Homework reviewed and changed.
- Staff training provided on working with 'Parents & Carers'.
- Family cooking sessions provided by specialist cookery teacher.

- Purchase of home study and revision support packs for Year 6 pupils.
- Provided parent workshops covering a variety of areas from e-safety through to maths calculation strategies.

The effect of the expenditure on eligible and other pupils

The school is deeply proud of the work we do for our disadvantaged children, but you can take a look at what OFSTED had to say when they inspected the school in February 2018:

- The ethos of 'expect success' underlies the culture of high expectation that runs throughout the school.
- Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities achieve well and make good progress.
- The quality of teaching is good. Teachers' skilful questioning helps pupils overcome misconceptions and deepen their understanding.
- Across a range of subjects, almost all pupils make strong progress from their different starting points.
- Parents and carers praise the school. They are confident that their children are taught effectively and nurtured well.
- A strong reading culture exists throughout the school. Pupils enjoy reading for pleasure and develop the skills to interpret what they read.
- Pupil premium funding is used to good effect and is having a positive impact on disadvantaged pupils' outcomes and their well-being. The funding is used to provide additional teaching and to supplement extra-curricular activities. As a result, disadvantaged pupils make very strong progress across the school.
- The curriculum is broad and balanced. Pupils enjoy learning in a range of subjects and participate well in all areas.
- Pupils talk enthusiastically about their work and visits to places such as Highclere Castle and Beaulieu, which enhance their learning.
- The school provides training sessions for parents on safer internet usage. These sessions are well attended and appreciated by parents.
- Teachers have high expectations for pupils in their class. There are good relationships between pupils and staff. Classrooms are calm and orderly. Pupils respond well, engage fully in their learning, and make good progress.
- The teaching of reading comprehension skills is a strength of the school. High-quality class texts and well-planned activities enable pupils to make rapid progress and gain higher level reading skills. Pupils' written work about their reading is of a high standard. Leaders and teachers promote reading for enjoyment enthusiastically across the school. Pupils read regularly, both at home and at school.
- Teaching assistants are highly skilled and offer a good level of support tailored to the needs of pupils within the classroom. They work well with a wide range of pupils 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. Pupils respond positively to the feedback that teachers provide for them. During lessons, teachers systematically check pupils' understanding and successfully assist them in making further progress.
- The teaching of writing is effective. Pupils produce high-quality work for different audiences. They confidently adopt the features found in range of writing genres. Pupils take great pride in their work. Their workbooks are neat and well presented.
- Teachers provide regular homework for pupils. Pupils and parents say that these tasks are both enjoyable and help improve pupils' learning.
- In lessons, pupils' behaviour is very good.
- Current pupils are making strong progress in a wide range of subjects.
- Disadvantaged pupils achieve well. Most make better progress than other pupils nationally and achieve well in reading, writing and mathematics.

The end of Key Stage outcomes also demonstrate the success of our disadvantaged children:

	School disadvantaged pupils	Local authority other (non-disadvantaged) pupils	England state-funded schools other (non-disadvantaged) pupils
Progress in reading (score, description and confidence intervals)	5.8 (3.5 to 8.1)	0.6 (0.3 to 0.9)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	1.1 (-1.1 to 3.3)	-0.2 (-0.5 to 0.1)	0.2 (0 to 0)
Progress in maths (score, description and confidence intervals)	6.5 (4.5 to 8.5)	1.2 (0.9 to 1.5)	0.3 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	89%	73%	70%
Percentage of pupils achieving a high standard in reading, writing and maths	19%	10%	12%
Average score in reading	110	106	106
Average score in maths	110	106	105