

2002 Provision	Target Group	New / Cont .	Summary	Monitoring/Evaluation	Impact
Additional teaching staff employed in order to reduce class sizes or create smaller teaching groups for English and Maths	Years 1, 2, 5 and 6	Cont	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Past success with this strategy means that we wish to continue with this.</p> <p>Full time classes of 20 were created in year 1. Deputy heads acted as set teachers in years 2 and 5 for English and maths. Year 6 cohort has 74 pupils, creating 3 classes of 24 full time.</p>	Termly pupil progress meetings	<p><u>Year 1</u> The gap at the higher level has closed and is above national other in all areas. At the expected standard, the gap has remained the same and both PP and non - PP remain below national other. This is partly due to in year mobility.</p> <p><u>Year 2</u> Gaps at the expected standard in all areas have narrowed from pupil's prior attainment in EYFS. At expected standard all areas are in line with non-PPG national other. At the higher level, PP is in line or above national other with reading slightly behind other areas.</p> <p><u>Year 5</u> Gaps in reading and writing at the expected standard have closed and attainment for PP in reading, writing and maths at the expected standard remains in line national other. At the higher level the gap has closed in writing and narrowed in maths. At the higher level, all areas remain in line national other.</p> <p><u>Year 6</u> Gaps have narrowed in reading and writing at the expected standard with PPG performing above national other in and significantly above national other in Maths. At the higher level, writing is in line with national other and Maths is significantly</p>

					above national other.
Yearly staff training relating to SEN, Mathematics, phonics, enquiry based learning, PSE, SMSC/Core British values, Prevent training	All	Cont	Research has shown that CPD of teachers has been shown as a significant factor in improving outcomes. This has been borne out in our own setting. Improved teacher knowledge and expertise has improved outcomes for all pupils year on year.	Termly reviews as well as the performance management process. CPD leader a	Refer to outcomes 2017
Increased adult ratios in EYFS (1:10)	EYFS	New	Increased adult ratios, while being immersed in a language rich environment has historically improved attainment and helped to significantly narrow on entry gaps.	Termly pupil progress meetings	PP gap has closed. GLD is 79% PP and 75% non PP. In all areas of learning and all levels the gap has closed and in some areas PP are performing better than non-pp.
Additional support for more able pupils to ensure extension and stretch – 1:3 Maths, Reading and Writing		New	Extension and stretch activities provided for more able	Monitoring on a termly basis through data collection	100% of pupils made expected progress in maths , with 66% of pupils with low prior attainment making better than expected progress to achieve a standardised score of 100+ 100% of pupils made expected progress in reading , with 100% of pupils with low prior attainment making better than expected progress to achieve a standardised score of 100+ The average scaled score for PPG pupils who received additional 1:3 support are: Maths 102.8 (nat 104) Reading 104.2 (nat 104) SPaG 107.1 (nat 106) Progress in maths +5.7 and reading +5.4 , both indicating above national other.

Easter school	Y6	Cont	Bespoke support dedicated to the needs of individual pupils addresses misconceptions quickly and counters underachievement.	Analysis of SATs results	The average scaled score for PPG pupils who attended Easter school are: Maths 107.7 (nat 104) Reading 103.6 (nat 104) SPaG108.2 (nat 106) Both maths and SPaG indicate they are significantly above national other from 2016 and reading is in line with national other. Progress in maths +6.1 and reading +2.3 , both indicating above national other. 43% of pupils with prior middle attainment in maths and 20% with prior middle attainment in reading made accelerated progress to gain a standardised score of 110+. 60% of pupils with low prior attainment in maths and 40% in reading, make accelerated progress to achieve a standardised score of 100+.
Purchase of software investment for site licences		Cont	Opportunities for pupils to practice skills – individualised learning. Pupils are able to identify areas for development and take responsibility for their own learning Investment in the Tapestry assessment programme for EYFS means that pupils are accurately assessed and home links are developed.	Monitoring on a termly basis through data collection Improved communication between EYFS and home.	Tapestry has significantly improved communication between home and school for EYFs parents. They are more involved in what their children are learning and this enables them to help them at home.
Music teaching – individual intuition, small groups and choir		Cont	Many of our disadvantaged pupils have limited opportunity to take part in wider curricular experiences. Providing access to a wide range of musical tuition benefits our pupils greatly in terms of self - confidence.	This will be monitored termly through observations and discussion.	100% of those pupils in receipt of individual music tuition made at least expected progress in reading, SPAG and maths and 95% in writing. 20% in reading, 10% in writing, and 15% in SPAG and Maths made accelerated progress.

			In turn, this has had a great effect on their academic achievement		
Heavily subsidised trips and visits (including year 6 residential), workshops and performances.		Cont	Our pupils need a context for learning and a stimulus to trigger their interest. This has led to huge improvements in Writing in particular and we wish to pursue this strategy	Each trip or visit will be evaluated according to its effectiveness.	This is evidenced in pupils' attitudes to learning, which is overwhelmingly positive. In the year 2016-2017, overall incidents of tracker incidents in class fell from 248 in 2015-2016 to 142 in 2016-2017. This demonstrates that pupils are engaged and motivated in classes.
IT upgrade		New	In order to meet the needs of learners, a variety of approaches are needed. Some pupils have limited access to IT equipment at home.	Coding lessons will be monitored as part of cycle of improvement. Use of IT across the curriculum will be monitored.	
Pupils have access to a learning hub -		Cont	This provides support for social and emotional needs.	Targeted pupils will be tracked through data collection cycles. Reduced number of behavioural incidents recorded.	Of pupils receiving support in The Hub, 94% made expected progress in reading, 88% in writing, 94% in SPAG and 82% in Maths. A number of pupils made better than expected progress as a result of the emotional/behavioural support that this provides. - 24% in reading, 29% in writing, 35% in SPAG and 29% in Maths.
Heavily subsidised breakfast and after school clubs		Cont	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils	Outcomes and attendance for those pupils will be tracked on a termly basis	94% of PP that attend breakfast club have an attendance of over 95% with the average attendance being 97%, which is above national. 33% in maths, 33% in writing and 30% in reading have made accelerated progress

			arrive at school on time and have breakfast. This means that they are well placed to access the curriculum and concentration levels are high.		to close the gap in attainment at the expected or higher level. The Children's university was established this year in conjunction with Westminster University. 19 MAP PP were invited to join the university and take advantage of the increased range of subsidised clubs and workshops. 100% of pupils made at least expected progress in all areas with 10% making accelerated progress in reading, 21% in Writing and 21% in Maths to be working above A.R.E.
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