



Pupil premium grant expenditure: Ward Green Primary School Report to Parents: Expenditure 2017 to Present

This plan will be reviewed in July 2019

Overview of the school

As outlined in the pupil premium policy the spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers. This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Pupil premium is spent according to need and does not mean that each pupil receives direct funding.

The Pupil Premium Governor for Ward Green Primary School is Amir Arezoo

The barriers to pupil premium :-

- Disadvantaged children on entry below ARE
- attendance

Number of pupils and pupil premium grant (PPG) received – 2019/2020 (estimated)	
Total number of pupils on roll	385
Total number of pupils eligible for PPG	81
Total amount of PPG received	£153480
Number of pupils and pupil premium grant (PPG) received – 2018/2019	
Total number of pupils on roll	387
Total number of pupils eligible for PPG	100
Total amount of PPG received	£145000
Number of pupils and pupil premium grant (PPG) received – 2017/2018	
Total number of pupils on roll	381
Total number of pupils eligible for PPG	104
Total amount of PPG received	£151830

Previous performance of disadvantaged pupils in EYFS (pupils eligible for free school meals or in local authority care for at least six months)									
EYFS	2016/17			2017/18			2018/19		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% of pupils achieving GLD	61% (with SEN)	68%	-7	44% with SEN	78%	-34	70%	74%	-4%

Previous performance of disadvantaged pupils in Phonics (Y1) (pupils eligible for free school meals or in local authority care for at least six months)									
Phonics	2016/17			2017/18			2018/2019		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% of achieving Phonics pass	67%	77%	-10%	88%	78%	+10%	82%	82%	0

Previous performance of disadvantaged pupils in Phonics (Y2) (pupils eligible for free school meals or in local authority care for at least six months)									
Phonics	2016/17			2017/18			2018/19		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% of achieving Phonics pass	93%	94%	-1%	100%	95%	+5%	88%	100%	-12

**Previous performance of disadvantaged pupils in KS1 SATs
(pupils eligible for free school meals or in local authority care for at least six months)**

KS1 SATS	2016/17			2017/18			2018/19		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% at National Standard in Reading	44%	68%	-24%	67%	77%	-10%	60%	71%	-11%
% at National Standard in Writing	44%	68%	-24%	67%	72%	-5%	60%	69%	-9%
% at National Standard in Maths	50%	71%	-21%	67%	79%	-12%	60%	76%	-16%
% at National Combined	44%	53%	-9	67%	67%	0%	60%	64%	-4%

Previous performance of disadvantaged pupils in KS2 SATs (pupils eligible for free school meals or in local authority care for at least six months)									
KS2 SATS	2016/17			2017/18			2018/19		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% at National Standard in Reading	58%	71%	-13%	54%	70%	-14%	63%	81%	-18%
% at National Standard in Writing	74%	92%	-18%	71%	83%	-12%	79%	88%	-9%
% at National Standard in Maths	68%	83%	-15%	75%	83%	-8%	79%	90%	-11%
% at National Standard in GPS	63%	92%	-29%	71%	73%	-2%	79%	90%	-11%
% at National Standard in RWM	59%	63%	-4%	50%	63%	-13%	58%	78%	-20%

Projected PPG spending by item/project 2019/20

Item/project	Objective/Aim	Why?	Monitoring Impact	Linked research	Costs (approx.)	Percentage of total spend
KS2 additional teacher	<p>Additional teacher in KS2 to create 2 form entry and 8 classes. This reduction in class sizes will be used to support quality first wave 1 teaching with clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in writing.</p> <p>Data shows that PP children are not yet achieving as well as non PP children in RWM in all year groups.</p>	<p>Cohort data shows inconsistencies in ARE across KS2 particularly in writing and although the gap is closing PP children do not attain as well as non PP children.</p>		<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p>£34861 (M3 teacher with oncosts)</p>	<p>23%</p>
Additional TA support	<p>TA support in KS2 and KS1 to improve outcomes in reading, writing and maths through modelled and supportive practice.</p> <p>The Additional support across school To ensure that the vast majority of pupil premium children make expected progress or better.</p> <p>Data – The key outcomes document shows that at Year 2 and Year 6, PP children are achieving below the school expected and GD scores for RWM.</p>	<p>Attainment and progress whole school overview shows that pupil premium children not achieving as well as non PP children through school in reading, writing and maths.</p>		<p>Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p>	<p>£31978</p>	<p>21%</p>

Admin Support	<p>Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA.</p> <p>2019/2019 attendance data shows that systems were effective in reducing the number of PP children in PA from 14 pupils in Nov to 4 PP pupils by July 2019.</p>	<p>Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National.</p>		<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p>	£20517	14%
Boosters	<p>Additional support to Y6 pupil premium children in reading, writing maths and SPAG. 2 x 1 hour per week for 8 adults Jan to May 2018.</p> <p>Key outcomes document 2019 shows that PP children are not achieving in line with Non disadvantage.</p>	<p>KS2 outcomes have an upward trend for maths, writing and GPS, reading remains below National. Boosters will ensure standards remain or are above at National levels and rise to National in reading.</p>		<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	£4500	3%
Additional TA in EYFS	<p>Identified that PP children entering FS are not attaining as well as their peers. Teaching Assistant to allow a greater level of support for those children and ensuring that GLD is in line with their peers.</p> <p>Targeted support in 2018/19 has ensured that the gap between PP (70%) and Non PP (74%) pupils is closing with 2019 outcomes only having a 4% difference in GLD scores.</p>	<p>PP children not achieving GLD as well as non Pupil premium children.</p>		<p>Research identifies that positive outcomes for pupils through targeted intervention from EYP support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	£16399	11%

CPD for teachers	<p>Identified training to ensure quality wave 1 teaching impacts on learning outcomes.</p> <p>RQT programme £450 x 4, £200 plus cover – 12 days x 180 - £2160</p> <p>HCPS/WGPS cohort teaching & learning network –cover costs (7 x 1.5 days)-£1880</p> <p>NQT's Tykes teaching school alliance program x 3 plus cover – 12 days x 180 - £3240</p> <p>Identified CPD programme through tykes teaching school.</p>	Lesson observation are not all good or outstanding across school.		<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	£10000	7%
CPD for Teaching Assistants	<p>CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1 hour per TA for 6 weeks (£237.36 per hour for TA / EYP)</p>			<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	£1400	1%
Residential Visit costs for eligible pupils	<p>Opportunities for pupils eligible for pupil premium to take part in residential experiences</p>	↔		<p>Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months.</p>	£4500	3%

				https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation		
EWO	To monitor and support families with persistence attendance issues and punctuality	PP children do not attend as well as non PP children.			£2200	1%
Holiday, breakfast and After School Club subsidised	Giving the children opportunity to attend breakfast club and holiday clubs for free	Some of our children are not ready for learning at 9am and breakfast clubs enables them to have a positive start to the day along with being ready to learn. Some children who are often late or are poor attenders are offered breakfast club to improve attendance and improve learning. By July 2017 to improve end of key stage outcomes along with ARE at the end of each year. Children do not access clubs in the holidays so can access school clubs at a reduced rate which widens their experiences and life chances.		Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social	£4560	3%
Thrive practitioner, Online software and resources	-Purchase licence to Thrive online. This will help to support children with emotional needs by providing strategies to help them identify and	Behaviour of a minority of pupils disrupts learning in the classroom. Children with emotional needs were underperforming. By July 2018 to increase ARE in all		Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.	£1495 £22420	15%

	regulate their emotions and engage with learning. Thrive practitioner to deliver the programme to vulnerable and disadvantaged pupils	subjects across the school and increase attainment/achievement for children with emotional/social needs.		https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social		
Reading resources	To develop pp children's reading abilities, invest in top 100 books for each class and develop library as a resource.	PP children not attaining as well as non PP children throughout school.			£1500	1%
Investment into interactive whiteboard screens	To develop children's ICT knowledge and deliver high quality wave 1 teaching. Switches to improve speed of processing/ wireless internet.	Outcomes through out school are below National expectations.			£14104	9%
				Total cost	£170434	

Actual PPG spending by item/project 2018/19

Item/project	Objective/Aim	Why?	Monitoring Impact	Linked research	Costs (approx.)
KS2 additional teacher	Additional teacher in KS2 to create 2 form entry and 8 classes. This reduction in class sizes will be used to support quality first wave 1 teaching with clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain	Cohort data shows inconsistencies in ARE across KS2 particularly in writing and although the gap is closing PP children do not attain as well as non PP children.	Key Stage 2 outcomes for 2019 have significantly risen to above National for all subjects and RWM combined– this is particularly so for HS/GD pupils. Progress measures are high + 4.4 for maths which puts WGPs in the top 10% of schools for KS2 outcomes.	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£34861 (M3 teacher with oncosts)

	as well as their peers- particularly in writing.				
Additional TA support	<p>TA support in KS2 and KS1 to improve outcomes in reading, writing and maths through modelled and supportive practice.</p> <p>The Additional support across school To ensure that the vast majority of pupil premium children make expected progress or better.</p>	Attainment and progress whole school overview shows that pupil premium children not achieving as well as non PP children through school in reading, writing and maths.	2019 Outcomes across school for reading, writing and maths are improving by targeting children with appropriate interventions and support led by classroom teacher or support assistant.	<p>Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p>	£31978
Admin Support	Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA.	Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National.		Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.	£20517
additional HLTA	<p>To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy and thrive).</p> <p>Meet and greet parents at the start and end of the day.</p>	Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.	Ofsted report 2019 showed that care of our children is a strength along with supporting families in our community.	<p>Evidence to suggest that <i>personalised</i> support to removed barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p>	£21245
Boosters	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. 2 x 1 hour per week for 8 adults Jan to May 2018.	KS2 outcomes have an upward trend for maths, writing and GPS, reading remains below National. Boosters will ensure standards remain or are above at National levels and rise to National in reading.	KS2 2019 outcomes have risen considerably in Reading and maths alongside outcomes at GD for reading, maths and SPAG.	<p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	£4500

Additional TA in EYFS	Identified that PP children entering FS are not attaining as well as their peers. Teaching Assistant to allow a greater level of support for those children and ensuring that GLD is in line with their peers.	PP children not achieving GLD as well as non Pupil premium children.	EYFS outcomes have risen to 73% in 2019 when compared to 2018 outcomes. TA's have been able to have daily reading time with target children to raise GLD with robust assessment and analysis of data throughout the year.	Research identifies that positive outcomes for pupils through targeted intervention from EYP support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£16399
CPD for teachers	Identified training to ensure quality wave 1 teaching impacts on learning outcomes. RQT programme £450, Newbies to EYFS £200 plus cover – 7 x 180 - £1260 HCPS/WGPS cohort teaching & learning network –cover costs 2(6 x 1 hour)-£360 x4 NQT's Tykes teaching school alliance program x 5. New teachers for Year 2 training Identified CPD programme through tykes teaching school.	Lesson observation are not all good or outstanding across school.	Program of CPD across 2018.19 has shown that the profile of teaching has strengthened across school by July 2019. Focused CPD for NQT's has meant that all 5 NQT's passed their NQT year with 4/5 teachers gaining further posts in school	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£6850
CPD for Teaching Assistants	CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1 hour per TA for 6 weeks (£237.36 per hour for TA / EYP)		Ofsted report in May 2019 complimented school on the strength of some of the teaching assistant who work in class alongside the class teacher. Lesson observations throughout 2018.19 have shown that TA's are working with different groups during lessons, sometimes working with the HAP's and are developing independence and have higher expectations of children.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£1424

Residential Visit costs for eligible pupils	Opportunities for pupils eligible for pupil premium to take part in residential experiences	↔	Informal discussions with parents tell us that they appreciate the residential trips being subsidised which has made it possible for their children to take part. Ofsted May 2019 highlighted parents comments who reported that school go above and beyond to support children in school.	Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation	£4592
EWO	To monitor and support families with persistence attendance issues and punctuality	PP children do not attend as well as non PP children.	Attendance has been maintained at National averages for 2018.19. PA numbers have decreased from 17.42% in November 2018 to 5.35% in July which shows impact of EWO involvement.		£2200
Holiday, breakfast and After School Club subsidised	Giving the children opportunity to attend breakfast club and holiday clubs for free	Some of our children are not ready for learning at 9am and breakfast clubs enables them to have a positive start to the day along with being ready to learn. Some children who are often late or are poor attenders are offered breakfast club to improve attendance and improve learning. By July 2017 to improve end of key stage outcomes along with ARE at the end of each year. Children do not access clubs in the holidays so can access school clubs at a reduced rate which widens their experiences and life chances.	Ofsted May 2019 highlighted the effective manner that all children learn using the accelerated learning method. This shows the impact of breakfast club with ensuring that vulnerable children attend breakfast club for free which enables them to then learn effectively. Attendance figures are also at National averages and targeting children with poor attendance to attend breakfast club for free has meant PA numbers have decreased from 17.42% in November 2018 to 5.35% in July	Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social	£4560

Thrive practitioner, Online software and resources	-Purchase licence to Thrive online. This will help to support children with emotional needs by providing strategies to help them identify and regulate their emotions and engage with learning. Thrive practitioner to deliver the programme to vulnerable and disadvantaged pupils	Behaviour of a minority of pupils disrupts learning in the classroom. Children with emotional needs were underperforming. By July 2018 to increase ARE in all subjects across the school and increase attainment/achievement for children with emotional/social needs.		Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/social	£1495 £22420
Reading resources	To develop pp children's reading abilities, invest in top 100 books for each class and develop library as a resource.	PP children not attaining as well as non PP children throughout school.			£1500
Investment into interactive whiteboard screens	To develop children's ICT knowledge and deliver high quality wave 1 teaching. Switches to improve speed of processing/ wireless internet.	Outcomes through out school are below National expectations.			£14104
				Total cost	£188645

Planned PPG spending by item/project 2017/18

Item/project	Objective/Aim	Why?	Monitoring Impact	Linked research	Costs (approx.)
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KS2 additional teacher	Additional teacher in KS2 to create 2 form entry and 8 classes. This reduction in class sizes will be used to support quality first wave 1 teaching with clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in writing.	Cohort data shows inconsistencies in ARE across KS2 and PP children do not attain as well as non PP children.	Outcomes generally have improved for PP children but they are still performing below non PP children. See vulnerable pupils tracker.	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£33679 (M3 teacher with oncosts)
Additional TA support	TA support in KS2 to improve outcomes in reading, writing and maths through modelled and supportive practice. Additional support staff in KS1 and KS2 to support PP children across school. To ensure that the vast majority of pupil premium children across school make expected progress or better.	Pupil premium children not achieving as well as non PP children through school in reading, writing and maths.	KS2 Year 6 outcomes have improved for PP children compared to 2016.17, in writing and maths 2018 Phonics outcomes were above National figures for Y1 (83%) and Y2 were 94%. Disadvantage gap rose from -10 in 2017 to 10 in 2018.	Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/	£31288
Admin Support	Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.	Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National.		Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.	£15554
Learning Mentor	To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy and thrive). Meet and greet parents at the start and end of the day.	Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.	KS2 figures 2018 are at/above National figures for writing, maths and GPS – lesson observations show that children are more able to challenge themselves in their learning due to being more regulated and supported emotionally.	Evidence to suggest that <i>personalised</i> support to removed barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	£22610

Boosters	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. 2 x 1 hour per week for 8 adults Jan to May 2018.	KS2 outcomes have risen for maths, writing and GPS, reading remains below National. Boosters will ensure standards remain at National levels.	Pupil premium children have made more progress when compared to 2017 outcomes with a greater proportion at ARE by July 2018 but more need to meet ARE by July 2019 in all year groups. In some year groups PP children are also have SEN needs, therefore the data once SEN is removed does increase, but remains below National figures.	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£2000
Additional TA in EYFS	Identified that PP children entering FS are not attaining as well as their peers. Teaching Assistant to allow a greater level of support for those children and ensuring that GLD is in line with their peers.	GLD is not at National.	Teachers can plan maths lessons and record maths outcomes online so can target support/interventions.	Research identifies that positive outcomes for pupils through targeted intervention from EYP support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£15533
CPD for teachers	Identified training to ensure quality wave 1 teaching impacts on learning outcomes. RQT programme £450, Newbies to EYFS £200 plus cover – 7 x 180 - £1260 HCPS/WGPS cohort teaching & learning network –cover costs 2(6 x 1 hour)-£360 x4	Lesson observation are not all good or outstanding across school.	Thrive strategies are having an impact on behaviour – more adults need formal and in house training to increase the impact with pupils who exhibit more challenging behaviours.	EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£6400

<p>CPD for Teaching Assistants</p>	<p>CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1 hour per TA for 6 weeks (£237.36 per hour for TA / EYP)</p>		<p>Nurture has been highlighted as a strength of the school by external reviews in 2016.17.</p> <p>Children and parents report that the support given to families by HLTA's is invaluable.</p> <p>Thrive sessions have taken place for identified children.</p> <p>Parents tell us through comments and annual parent questionnaire's that they find the meet and greet provision valuable as they can ask for advice or solve problems very quickly.</p> <p>ARE of all cohorts have improved in 2017/18 and further improvement is required by July 2019. In the majority of year groups 90%+ PP children are making expected progress or better.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	<p>£884</p>
<p>Residential Visit costs for eligible pupils</p>	<p>Opportunities for pupils eligible for pupil premium to take part in residential experiences</p>	<p>↔</p>	<p>ARE for PP children has risen in reading in all cohorts compared to July 2018, further improvements are expected by July 2019 to decrease the gap to National.</p>	<p>Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months.</p>	<p>£4592</p>

			PP widen their experiences by accessing outdoor learning activities, develop their independence, confidence and build friendships with other children in the cohort.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation	
EWO	To monitor an'd support families with persistence attendance issues and punctuality	PP children do not attend as well as non PP children.	The number of children who are PA has been reduced over the year. One Y6 boy achieved the highest progress scores in the whole year group which can be attributed to the diligence of attendance procedures		£1648
Food Discovery Project	<p>Giving children the opportunity to understand where our food really comes from, and how to use it to produce cheap but healthy meals.</p> <p>Children experience cooking using fresh grown ingredients. Grown in school and at local farms.</p>	Our children have limited experiences outside the home, often not travelling beyond Barnsley. They have little knowledge of the wider world or experiences within Barnsley, trips, visits, visitors to school help widen their knowledge, understanding and vocabulary which in turn improves the quality of their work . Improves health eating.	<p>Improved the life experiences of our children – children reported cooking the recipes at home which improve obesity levels and repeating the activities at home.</p> <p>Standards at the end of KS2 have risen in July 2017 in all subjects with maths, spag and writing being above National.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social</p>	£1495

<p>Holiday, breakfast and After School Club subsidised</p>	<p>Giving the children opportunity to attend breakfast club and holiday clubs for free</p>	<p>Some of our children are not ready for learning at 9am and breakfast clubs enables them to have a positive start to the day along with being ready to learn. Some children who are often late or are poor attenders are offered breakfast club to improve attendance and improve learning. By July 2017 to improve end of key stage outcomes along with ARE at the end of each year.</p> <p>Children do not access clubs in the holidays so can access school clubs at a reduced rate which widens their experiences and life chances.</p>	<p>Analysis of attendance throughout the year has identified PP children and strategies have been put into place i.e EWO, free breakfast club which has ensured attendance for PP is in line with non disadvantaged pupils.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/social</p>	<p>£4560</p>
<p>Thrive Online</p>	<p>-Purchase licence to Thrive online. This will help to support children with emotional needs by providing strategies to help them identify and regulate their emotions and engage with learning.</p>	<p>Behaviour of a minority of pupils disrupts learning in the classroom. Children with emotional needs were underperforming. By July 2018 to increase ARE in all subjects across the school and increase attainment/achievement for children with emotional/social needs.</p>	<p>Classes can be assessed and general theme implemented into planning. Individuals can then be assessed which highlight specific strands to be developed along with relevant activities.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/social</p>	<p>£1295</p>

Investment into interactive whiteboard screens	To develop children's ICT knowledge and deliver high quality wave 1 teaching. Switches to improve speed of processing/ wireless internet.	Outcomes through out school are below National expectations.	Raise in ARE in reading when compared to 2016 outcomes. This work will continue to ensure end of key stage outcomes meet National.		£14104
				Total cost	£150,790