



# DISADVANTAGE PREMIUM REVIEW OF SPEND 2018/2019

1. Review of expenditure	
Previous Academic Year	2018/2019

Disadvantaged pupils' communication, reading and writing skills will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve GLD on leaving F2.				
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 <b>£19,920.00</b>
The proportion of cohort achieving a GLD is broadly in line with national.	Additional TA in F2	<ul style="list-style-type: none"> <li>The gap widened throughout the year.</li> <li>Cohort small (only 54) so staffing levels were reduced</li> </ul>	<ul style="list-style-type: none"> <li>Larger cohort for 2019-20</li> <li>Staffing levels reinstated to previous year's levels</li> </ul>	22348.00
A similar proportion of disadvantaged pupils as non-disadvantaged achieve GLD.	Free book bag for PP chn.	<ul style="list-style-type: none"> <li>All pupils always have a book bag.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer this initiative.</li> </ul>	1375.00
	PP chn are heard to read more often than non-PP.	<ul style="list-style-type: none"> <li>Despite this intervention, the gap in reading did not diminish partly due to reduced staffing levels.</li> </ul>	<ul style="list-style-type: none"> <li>Review staffing levels and the teaching of reading in EYFS.</li> <li>Deploy the English lead to F2.</li> </ul>	

Disadvantaged children with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress.				
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  <b>£174,548.00</b>
All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education.	Full time school based counsellor	<ul style="list-style-type: none"> <li>36 children accessed on going counselling sessions over the year.</li> <li>753 Go2Jo sessions attended by pupils in the last academic year via children self-referring.</li> <li>20 TAs trained in wellbeing interventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ There is still a need for our school based counselling service.</li> <li>➤ Pastoral Team to share responsibility for Time2Talk sessions on a Thursday.</li> <li>➤ Wider impact of the counsellor seen this year through: training of TAs to deliver wellbeing interventions, closer links with SENCO and support for staff through the Care team and mental health advice.</li> </ul>	32566.00
	3 x Safeguarding Officers	<ul style="list-style-type: none"> <li>Over 3400 concerns logged last academic year.</li> <li>Several referrals to social care or outside agencies (inc 52 social care referrals)</li> <li>Pastoral care provided for families in trauma or dealing with significant complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with provision.</li> </ul>	95360.00
	2 x Behaviour Mentors	<ul style="list-style-type: none"> <li>11 pupils had Fixed term exclusions, 1 permanent</li> <li>185 handling incidents (<b>down 119</b>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Behaviour Mentors role to continue.</li> <li>➤ Intervention programmes and training is impacting- many fewer handling incidents.</li> <li>➤ Continue to focus provision on the pupils at risk of exclusion</li> </ul>	57242.00

	Forest School Programme	<ul style="list-style-type: none"> <li>• KS2 nurture groups attended weekly all year</li> <li>• All pupils in the school accessed Forest School in 2018-19.</li> <li>• All staff trained in some Forest School activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with Forest School provision.</li> <li>➤ Ensure all pupils have access to the provision.</li> <li>➤ Ensure staff are trained in Forest School activities</li> </ul>	700.00
	Curriculum Enrichment Activities	<ul style="list-style-type: none"> <li>• Pupil Voice surveys indicated that children enjoyed the Curriculum Enrichment events they took part in and data shows that writing has improved as a direct result of “real life experiences” in KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to allocate budget for Curriculum Enrichment experiences.</li> <li>➤ Gather evidence of impact of wider curriculum enrichment through pupil voice.</li> <li>➤ Collate this evidence via Learning Experience Books, which each class will produce.</li> </ul>	25000.00
All pupils are making progress in reading, writing and maths	Additional Needs Classes. 7 x TAs	<ul style="list-style-type: none"> <li>• As there are more pupils able to manage in mainstream classes the group of pupils in the Additional Needs class were impacting negatively on each other.</li> <li>• Mornings in additional needs, afternoon in mainstream or bespoke nurture activities.</li> <li>• Pupils in 456G made good progress especially in reading and maths.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All pupils in mainstream classes- no additional needs class in 2019-20.</li> <li>➤ Various nurture spaces and provision in place for pupils to access throughout the day as required.</li> <li>➤ SENCO to monitor progress in writing of these pupils very closely.</li> </ul>	156435.00
Results in PASS questionnaire will show an improvement from September to July.	PASS Questionnaires in September and July	<ul style="list-style-type: none"> <li>• Over 40 children took part in the PASS questionnaire from KS2.</li> <li>• Results highlighted common areas that needed addressing.</li> <li>• Results showed a positive impact from September to July.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to use the PASS questionnaire this year.</li> <li>➤ Develop to include KS1 children using the PASS 1 questionnaire.</li> <li>➤ KS leaders to take on this role and to complete PASS questionnaires.</li> </ul>	500.00

Improve grammar and spelling so that attainment in writing for disadvantaged children increases by the end of KS2.				
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
% of DP children achieving EXS in writing at the of KS2 stays in line with national average	Focus on more able writers	<ul style="list-style-type: none"> <li>The % of PP pupils achieving EXS increased slightly (by 2%) to 69%.</li> <li>The % of PP pupils achieving GDS increased by 7% to 11%.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to focus on the More Able writers and challenge for greater depth for all pupils.</li> <li>➤ Ensure opportunities to write at greater depth are available for pupils all year.</li> </ul>	No additional cost
% of DP children achieving EXS in GPS stays in line with national average	Early morning Y6 booster groups for core subjects	<ul style="list-style-type: none"> <li>The % of PP pupils achieving EXS decreased slightly to 64%.</li> <li>The % of PP pupils achieving GDS decreased slightly to 13%.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Early morning booster groups tended to focus on reading and maths so little impact seen on GPS scores.</li> <li>➤ Despite a slight drop on GPS, writing outcomes have improved which suggests deeper understanding of grammar and spelling resulting in better application of skills.</li> </ul>	

<b>Attendance of disadvantaged children will improve so it is closer to the national level of 96%</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>  <b>£67,729</b>
Attendance of disadvantaged children will improve from 93.7%	3 x Walking Bus to target poor attenders 6 x staff	<ul style="list-style-type: none"> <li>Over 40 families targeted for Walking Bus with positive attendance gains on all.</li> <li>Attendance of PP children improved to 94.45%</li> </ul>	➤ Continue with provision and expand if possible	26994.00
	Free places for PP children at Breakfast Club	<ul style="list-style-type: none"> <li>Breakfast club is over-subscribed.</li> <li>Children invited to Breakfast Club due to poor attendance then have improved attendance.</li> <li>Attendance of PP children improved to 94.45%</li> </ul>	➤ Continue with provision	7800.00 13497.00
	Family Support Worker. (0.5 attendance support)	<ul style="list-style-type: none"> <li>Several priority families supported with things like benefit and health care applications, debt problems, housing applications.</li> <li>Attendance of PP children improved to 94.45%</li> </ul>	➤ In Summer Term 2019, the Parent support worker was deployed in a different way- having regular, supportive check ins with targeted families 84% of these children had improved attendance- continue new model	13100.00
	External consultant to support attendance officer.	<ul style="list-style-type: none"> <li>External support assisted with Home Visits and legal aspect of FPN etc.</li> </ul>	➤ Summer term 2 model of attendance monitoring and support effective (External consultant off sick), move to this model of using KS leaders and parent support worker	5500.00

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

TOTAL SPEND ON PP INTERVENTIONS	426324.00
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TOTAL PP INCOME	397743.00
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TOTAL ADDITIONAL SPEND BY SCHOOL	25581.00
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