



PUPIL PREMIUM SPEND 2018 – 2019: £143,880			
INITIATIVE	COSTINGS	DETAILS	EXPECTED OUTCOMES
"Every Child A Reader" Intervention Programme (delivered by Mrs L Anderson)	£22,473	Specialist Teacher to deliver an individual Reading Programme (for up to 20 weeks) for a minimum of 12 children in KS1, providing intensive support for pupils with reading (and developing the children's confidence and ability to form letters correctly, spell an increasing number of high/medium frequency words and to write to the expected standard by the end of KS1).	To diminish the difference between the number of disadvantaged children working at the expected standard in Reading (at the end of Year 1 and Year 2); when compared with the number of non-disadvantaged pupils and all pupils working at the expected standard.
Evaluation:			
Additional TA in Reception	£18,405	An additional adult in the Reception class supports the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in reception every day allows the children to work with their key worker every day; and for each key worker to be responsible for a maximum of 10 pupils. Children are supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups.	The percentage of children achieving GLD at the end of EYFS more closely matches the Halton (and national) average year on year; with the gap between the number of disadvantaged pupils on track to achieve each Early Learning Goal diminishing throughout the year.
Evaluation:			
Staffing Structure (including the role of Phase Leaders to 'drive' standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups).	£8,250 £131,312	Three TLR2s to be awarded to staff who have an overview of all pupils within their respective key stage – and to ensure that resources are effectively targeted at diminishing the difference between the relative attainment of disadvantaged pupils when compared with all pupils in the same cohort. An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. <i>This 'structure' also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership & Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.</i>	The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (i) individually and (ii) combined - and are able to demonstrate this in age-standardised tests at the end of the academic year - increases throughout the year.

Evaluation:			
Breakfast Club	£6,777	<p>To provide a Breakfast Club for up to 30 children – which is free to (i) families being supported by a Common Assessment Framework (CAF), (ii) families whose children are identified as being a Child In Need (CIN), placed on Child Protection (CP) or a Child In Care (CIC), (iii) the focus of targeted intervention by their teacher(s) for reading, writing, phonics and/or maths, and (iv) families who are experiencing ‘difficulties’ at any time.</p> <p>The aim of the breakfast club is primarily to alleviate pressures on these families, improve attendance and punctuality of children at risk of underachieving, to cater for the social and emotional needs of the most vulnerable pupils at our school (as well as supporting vulnerable families in times of most need) and to ensure all pupils – regardless of their background – start the school day on an ‘even footing’ (well fed, alert and ready to learn). <i>Additional opportunities for support with reading and homework, social interaction, peer mentoring, opportunities for play and language development, and to access targeted interventions also form a key component of our school run Breakfast Club.</i></p>	Behaviour for learning amongst our most vulnerable pupils remains high (or steadily improves during the course of the school year).
Evaluation:			
<p>Whole School Training – Mastery Curriculum (Mathematics):</p> <ul style="list-style-type: none"> - Teaching Mastery Programme (Lead Teachers: Mrs Burge & Miss Cosgrove); - Outstanding Mathematics Teaching Programme – 2 x £700 – Miss Cosgrove and Miss Eustace; - Intervention In A Mastery Context - £400 – Mrs Sproston and Mrs Urmson; - I Can Calculate (for EYFS and Year 1) – Mrs Moss and Miss Eustace - EYFS Developing Mathematical Fluency Project - £300 – Mrs Moss, Mrs Bowen & Miss Roberts 	£2,100	<p>Focused training (CPD) to raise the quality of teaching and learning of mathematics throughout the school – in addition to being a part of The Teaching Mastery Programme (which is provided at no cost to the school).</p> <p>The additional training will ensure that the impact and effectiveness of Mathematics lessons – Quality of Teaching & Learning in all year groups – continues to rise throughout the school year; and the outcomes for pupils (attainment and progress) increases.</p>	The number of children at the expected standard (EXS+) and greater depth in the standard (GDS) in Mathematics increases; and the gap between the relative attainment of our disadvantaged pupils – when compared with all pupils in their cohort – diminishes throughout the year.
Evaluation:			
Whole School Training – SEMH, Attachment Theory, Nurture Principles and Pivotal Education (Behaviour) Training	£3,000	All staff to access training to better understand and support children with social, emotional and mental health (SEMH) difficulties and who exhibit challenging behaviour in school.	Behaviour for Learning increases throughout the school year – with a decreasing percentage of lessons adversely affected by pupils’ poor behaviour. <i>This will be combined</i>

			<i>with a reduction in the number of children placed on RELUCTANT, issued lunchtime detentions and receiving fixed term exclusions (as a consequence of their behaviour in school).</i>
Evaluation:			
Family Learning – targeted at families of children in EYFS and KS1	£500	Incentives to encourage the parents/carers of our most vulnerable and disadvantaged pupils to attend Family Learning Events planned throughout the school year. By offering refreshments – as the cost of the training is free to the school – we believe we will have a greater uptake in the family learning events; which will enable our parents to better support their child(ren) with reading, writing and mathematics at home.	The engagement of parents/carers of our disadvantaged pupils in adult learning workshops and activities increases throughout the school year; and these parents then feel better able to support their child(ren) with their learning at home.
Evaluation:			
EYFS – Communication, Language & Literacy WellComm Speech & Language Toolkit - £359.95 + £82.50 Early Talk Boost Intervention Pack - £480 + £50 Talk Boost KS1 Intervention Pack - £500 + £50	£1,523	To accurately assess our pupils’ speech and language on entry to the school <u>and</u> provide the most appropriate support to increase each child’s attainment in Speaking, Listening & Attention and Understanding. <i>This focused intervention will also help to ensure that speech and language becomes less of a barrier to the children’s attainment, and progress, in Early Years Foundation Stage (Reception) – as it will enable us to support each child to improve their vocabulary and understanding of key words and phrases..</i>	To diminish the difference between the relative attainment of our disadvantaged pupils (vulnerable two year olds) when compared with all pupils in the same cohort for speaking, listening and attention, and understanding throughout the year.
Evaluation:			
<u>Additional</u> school swimming lessons	£2,050	To provide all pupils with access to school swimming lessons for a continuous period of two years – so a greater proportion of our pupils achieve the expected standard (50m) and are confident – and safe – near water; so they can access outdoor and adventure learning opportunities that include raft-building / sailing / etc.	A greater proportion of our pupils leave our school, at the end of KS2, able to confidently swim (i) 25m and (ii) 50m – diminishing the gap between the relative attainment of our disadvantaged pupils when compared with all pupils in the same cohort.
Evaluation:			
Annual Subscriptions and Library Books	£3,550	To ensure all pupils in our school have access to high quality online resources and high quality reading materials – to use in school and at home.	The use of online resources and the school library is high amongst all pupils; and the quality of education (and academic progress) is not inhibited by a lack of access to high quality teaching resources.

Evaluation:			
Improvement in curriculum resources	£9,610	To continually improve the quality of resources available to pupils to actively participate in and access all areas of the curriculum in school. <i>Funding does not include PE (as this is included in the PE and Sports Premium Action Plan).</i>	<i>Behaviour for Learning in all lessons is high – with all pupils focused and utilising the time well to improve their knowledge and understanding of the curriculum – which is covered in depth. Work books of all pupils show the learning journey taken and good progress from the start of the unit (Cold Task) to the end (Hot Task); with a large proportion of the learning retained by the pupils and applied to other areas of the curriculum.</i>
Evaluation:			

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Total Spend	£209,550		
Total Income from Pupil Premium	£143,880		
Value Added Spend by School	£65,670		