



Airedale Junior School 2018-19

Pupil Premium Spending Plan - Summer Term Review

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| 2018 -2019 Allocation: | The amount of pupil premium received by Airedale Junior School was £215,160. |
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Our context:

Airedale Junior School is a larger than average 4 form entry Junior school serving an area of significant deprivation. It opened on 1st January 2015 and is sponsored by The Northern Ambition Academies Trust. A significant majority of children are white British, with an increasing number of pupils entering from Eastern European countries, many of whom have had little or no previous schooling and EAL.

There is a higher than average proportion of disadvantaged pupils for whom the pupil premium provides support. We believe that this proportion would be higher, however many of our families enter from 2 Infant feeder schools who don't need to claim for pupil premium funding or FSM in these settings. The proportion of FSM pupils across school does not align to the high levels of deprivation suggested by RAISE and IDACI data (103/114)

Pupil premium funding is additional government money allocated to schools to raise attainment and close any differences between disadvantaged pupils and their non-disadvantaged peers in relation to progress and attainment.

Currently based on January census the school is at 43% for pupil premium.

In the year 2018/19, the number of pupil premium/non-pupil premium pupils on roll at Airedale Junior School is as follows:

| Year Group | Pupil Premium | | Non- pupil Premium | |
|--------------------|---------------|------------|--------------------|------------|
| | Number | % | Number | % |
| 3 /100 | 33 | 33% | 67 | 67% |
| 4 /115 | 36 | 31% | 79 | 69% |
| 5 /114 | 53 | 46% | 60 | 54% |
| 6 /89 | 42 | 47% | 51 | 53% |
| Total = 418 | | 39% | | 61% |

This is 13.8% above the national average of 25.2%.

The pupil premium provides additional funding for pupils in the following categories:

- * Pupils who have been in receipt of Free School Meals at any point in the past six years (£1,320 per pupil);
- * Pupils who have been continuously looked after for the past six months (£1,900);
- * Pupils who are adopted under the Adoption and Children Act 2002, or who have left care under a Special Guardianship or Residence Order (£1,900)
- * Pupils whose parents are currently serving in the armed forces, or in receipt of a pension from the Ministry of Defence (£300).

Principles

Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review



The Governors and staff at Airedale Juniors are committed to providing additional resources and targeted quality support for our disadvantaged pupils. We firmly believe that the present circumstances of a child should not determine where they can go; they should merely determine where they start. Some of our pupils, who are eligible for pupil premium, face additional challenges

Summary of Barriers

- A) There are a number of factors affecting the pupil premium pupils attending our school. We believe that one of the biggest barriers for children can be poverty of expectation and low aspirations, so as a school we are determined to create a climate that does not limit a child's potential in any way. At Airedale Junior School we need to invest time and funding in educating our families about the different expectations when children come to school and promote continued good attendance.
- B) The poor communication skills of so many of our pupil premium families can also be a significant barrier to learning, so as a result low starting points in entry to school are very common. We have met these needs as best we can by employing extra TAs within school, who provide children with small group interventions, which develop not only their phonics, reading and speaking and listening skills, but also their confidence to contribute to class discussions, group work which raise self-esteem.
- C) Many of our pupil premium pupils can also sometimes suffer with fatigue. As a result of parents working unsociable hours in low paid employment, some of our pupils have little choice but to go to stay with other relatives. In some of our pupils' homes there is very little food or nutritional food available, and parents can have a lack of understanding about healthy diets.
- D) Pupil Premium pupils at Airedale Junior School lack access to learning resources and wider experiences, in particular those that children in privileged families are often familiar with. We ensure that throughout their time at Airedale Juniors, Pupil Premium children have regular (at least termly) subsidised opportunities to enjoy stimulating visits, visitors and residential.
- E) A large number of our pupil premium pupils also have one or more additional need e.g. SEND/Social and Emotional Issues. This requires additional support, highly skilled teachers and sharply focussed management to ensure that multiple needs can be met at the same time.
- F) The proportions of pupils who join and leave the school other than at the usual times is becoming increasingly higher than year on year; many children who arrive at school have little or no English.

We have high aspirations and ambitions for our pupils. We strongly believe that it is not about backgrounds or challenges but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that pupils are given every chance to realise their full potential.

What we do well:



Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review

Our key objective in using the Pupil Premium Grant is to diminish the difference between Pupil Premium Pupils and all other pupils Nationally. We employ a number of different strategies to diminish the differences.

- Our staff CPD this year will include a focus on reading, problem solving and reasoning in mathematics, higher order thinking in order to stretch and challenge our more able pupils and later metacognition. We strongly believe that Quality First Teaching is the most important strategy for raising attainment and progress of disadvantaged pupils.
- Equality of opportunity at Airedale Junior School underpins British Values and provides children with the best life chances.
- Safeguarding is highly effective and staff are all trained to be both forward thinking in terms of providing a safe and secure environment, and to be vigilant, in particular with early identification of any potential signs/concerns.
- Almost every cohort at Airedale Junior School is full, after increasing admissions from September 2017 to 120.
- We are fully committed to providing improved support for children with SEMH and behavioural issues and work closely with a resourced provision agency who follow on from any in-house strategies, to provide bespoke outreach support to our school, through a variety of restorative therapies. They also provide dedicated in-centre support for children with the most specific needs. E.g. Lego Therapy
- We are not complacent and are relentless in our drive for continual improvement. We belong to a Trust of one primary school, an Infant school and an 11-19 educational institutions providing support and challenge for one another. We regularly invite external consultants to conduct school reviews on specific areas for improvement. We welcome this challenge so that we can continue to develop our school and our standards further.
- As a school we aim to build a strong track record of ensuring that pupils make at least good progress. Historically levels of attainment have been lower for Pupil Premium children - this is also a national trend. Through 17-18 we have evaluated and analysed data which shows that interventions are having a positive impact on accelerated progress and attainment for both PP and NPP groups. Through targeted in-school and after school interventions for both PP and NPP we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make excellent progress in order to reach age-related expectations and above as they move through the school.

How we will continue to improve further in 2018-19:

| Pupil Premium Funding | Cost | Purpose and evidence from research | Desired Outcomes - Evidence of impact |
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| Inclusion: A) B) E) 39% Funding of SEND Lead/DSL to ensure that the needs of all vulnerable pupils (SEND/PP/FSM) are effectively met | £20,000 | Improved quality of daily teaching and sharing expertise for CP/SEND pupils. <ul style="list-style-type: none"> • Planning for and delivering interventions • Develop Teaching Assistants practice • Track pupil progress • Monitor and Evaluate | SEND/PP pupils to make rapid progress. (Assessment data) Families receive earliest possible interventions. Families aware of support networks available to them. (Learning Mentor impact logs) |



Airedale Junior School 2018-19 Pupil Premium Spending Plan – Summer Term Review

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| | | <ul style="list-style-type: none"> Provides knowledge and advice to staff <p>Securing Early Help meetings for those pupils and families in need. Make links with local agencies to provide support for vulnerable children and families.</p> <p><i>EEF research shows that by focussing on social and emotional learning, pupils can make additional progress.</i></p> | and overviews) |
| <p>Impact: 6 steps expected progress</p> <p>Yr 3 SEND Pupils in the Cohort: R = +6.5 steps W = +5.2 steps M = +6.4 steps (From Baseline)</p> <p>Yr 4 SEND Pupils in the Cohort: R = +6 steps W = +6 steps M = +6.5 steps (From EOY3)</p> <p>Yr 5 SEND Pupils in the Cohort: R = +4.8 steps W = +6.1 steps M = +5.3 steps (From EOY4)</p> <p>Yr 6 SEND Pupils in the Cohort: R = +8.2 steps W = +8.7 steps M = +8.6 steps (From EOY5)</p> | | | |
| <p>Attendance:</p> <p>A) B)</p> <p>Part funding of Learning Mentor/EWO (0.33)</p> | £14,000 | <p>Ensure time is spent working alongside our most vulnerable pupils and families, paying home visits, educating families and supporting their return to school.</p> <p>Regular links, analysis and access to trust wide comparisons and up to date attendance information.</p> <p><i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>We can't address progress and attainment if the child is not at school.</i></p> | <p>Families better informed and attendance of vulnerable pupils increased. Improved links with the community.</p> <p>(Attendance data)</p> |
| <p>Impact</p> <p>Attendance to 2018-2019 cumulative = 95.27%</p> <p>PA cumulative 2018-2019 = 9.55% (3.10% due to holidays)</p> <p>Registers show that there are still a number of families taking holidays in school time which increases PA. We have also taken 4 children through Fair Access due to attendance issues, this too is impacting on figures and we have a child who hasn't attended school since Easter 2018 due to SEMH issues but is still on our books.</p> | | | |
| <p>A) B) E)</p> <p>Behaviour, Social and Emotional Development:</p> <p>Intensive support for those at risk</p> <p>3 Learning Mentors to provide bespoke support</p> | £38,000 | <p>Address attendance issues/lates</p> <p>Supplementary safety-net for pupils who require additional support and/or therapies when they present such needs.</p> <p><i>NFER briefing for school leaders identifies addressing attendance as a</i></p> | <p>Barriers to learning are overcome, so that children can access learning and make sustained progress towards their targets.</p> <p>Pupils who present</p> |



Airedale Junior School 2018-19 Pupil Premium Spending Plan – Summer Term Review

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| <p>for pupils with attendance, social, emotional and behavioural issues. (39% costing = Pupil Premium pupils)</p> | | <p><i>key step.</i> <i>We can't address progress and attainment if the child is not at school. EEF research shows that by focussing on social and emotional learning, pupils can make additional progress.</i></p> | <p>significant needs have additional support readily available from in-house. Improved attendance for PP/FSM children. Reduction in the % of PA and lates. <i>(Attendance data)</i></p> |
| <p>Impact: Attendance to 2018-2019 cumulative = 95.27% PA cumulative 2018-2019 = 9.55% (3.10% due to holidays) Registers show that there are still a number of families taking holidays in school time which increases PA. We have also taken 4 children through Fair Access due to attendance issues, this too is impacting on figures and we have a child who hasn't attended school since Easter 2018 due to SEMH issues but is still on our books. Lates have decreased from 234 to 155 during the Spring term Daily interventions/nurture groups are timetabled which are reviewed and evaluated $\frac{1}{2}$ termly. Implementation of a lunchtime club enables the vulnerable children to attend if they want to discuss issues or just have a chat - registers of attendance kept and shared with SLT.</p> | | | |
| <p>B) Teaching and Learning: Improving outcomes and narrowing gaps. HLTAs (1 per year group) to cover classes while class teacher provides afternoon focussed interventions. Teaching Assistants to provide mentoring and tailored intervention. (39% Pupil Premium costing)</p> | <p>£32,000</p> | <p>First hand quality teaching at all levels. Targeted support for children to access the curriculum at the expected level through pre-learning tasks & responsive interventions. Small group work (up to 8 in a group) to extend focused children's ability to meet age related expectations. Same day Precision Interventions to tackle misunderstanding/ underachievement. <i>EEF: small groups + 4 months, one to one +5 months</i> <i>EEF Teaching and Learning Toolkit' suggests that mastering learning approaches have a positive impact on attainment (+5 months in 12 months)</i> <i>EEF 'Improving literacy and mathematics in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress.</i></p> | <p>Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. <i>(Assessment Data)</i> Increased attainment and progress in reading, writing and maths. <i>(Assessment data)</i> Teaching and Learning developed at a much quicker rate with support staff receiving the same messages/training as teachers. <i>(Quality of T+L outcomes and TA observations)</i></p> |
| <p>Impact: Reading Progress: (6 steps expected) Yr 3 Cohort: R = +5.9 steps (From KS1) /73% of cohort made 6+ steps +7.4 steps from baseline /87% of cohort made 6+ steps Yr 4 Cohort: R = +6.1 steps/76% of cohort made 6+ steps</p> | | | |



Airedale Junior School 2018-19 Pupil Premium Spending Plan – Summer Term Review

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| <p>Yr 5 Cohort: R = +6.1 steps/71% of cohort made 6+ steps Yr 6 Cohort: R = +7 steps/% of cohort made 6+ steps (based on 2019 SATS paper results)</p> <p>Reading Attainment: Yr 3 Cohort: R = 64% @ ARE June 2019 Yr 4 Cohort: R = 63% @ ARE June 2019 Yr 5 Cohort: R = 60% @ ARE June 2019 Yr 6 Cohort: R = 60% @ ARE (Actual SATS results 2019/56% in 2018)</p> <p>Writing Progress: Yr 3 Cohort: W = +6 steps (From KS1) /70% of cohort made 6+ steps +6.9 steps from baseline /82% of cohort made 6+ steps Yr 4 Cohort: W = +6.2 steps/80% of cohort made 6+ steps Yr 5 Cohort: W = +6.6 steps/79% of cohort made 6+ steps Yr 6 Cohort: W = +7.7 steps/% of cohort made 6+ steps</p> <p>Writing Attainment: Yr 3 Cohort: W = 56% @ ARE June 2019 Yr 4 Cohort: W = 51% @ ARE June 2019 Yr 5 Cohort: W = 52% @ ARE June 2019 Yr 6 Cohort: W = 74% @ ARE (Actual SATS results 2019)</p> <p>Maths Progress: Yr 3 Cohort: M = +5.9 steps (From KS1) /67% of cohort made 6+ steps +6.9 steps from baseline /88% of cohort made 2+ steps Yr 4 Cohort: M = +6.5 steps/76% of cohort made 6+ steps Yr 5 Cohort: M = +6.1 steps/71% of cohort made 6+ steps Yr 6 Cohort: M = +6.8 steps/% of cohort made 6+ steps</p> <p>Maths Attainment: Yr 3 Cohort: M = 63% @ ARE June 2019 Yr 4 Cohort: M = 63% @ ARE June 2019 Yr 5 Cohort: M = 61% @ ARE June 2019 Yr 6 Cohort: M = 68% @ ARE (Actual SATS results 2019/58% in 2018)</p> |
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| <p>B) Teaching and Learning: Improving outcomes and narrowing gaps. Teaching Assistants to provide focussed support, mentoring and tailored intervention. (16TA's @ 39% costing = Pupil Premium pupils)</p> | <p>£50,000</p> | <p>Individualising support at all levels. Targeted support for children to access the curriculum at the expected level through pre-learning tasks & responsive interventions. Small group work to extend children's ability to meet age related expectations. Same day Precision Interventions to tackle misunderstanding/ underachievement. <i>The Education Endowment Foundation (EEF) shows phonic intervention can</i></p> | <p>Barriers to learning are overcome so that children can access learning and make sustained progress towards their targets. <i>(Assessment Data)</i> Increased attainment and progress in reading, writing and maths. <i>(Assessment data)</i> Teaching and Learning developed at a much quicker rate with support</p> |
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Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review

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| | | <p><i>support an additional 4 months progress. EEF Teaching and Learning Toolkit' suggests that mastering learning approaches have a positive impact on attainment (+5 months in 12 months) EEF: small groups + 4 months, one to one +5 months</i></p> <p><i>EEF 'Improving literacy and mathematics in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress.</i></p> <p><i>Although the EEF Teaching and Learning Toolkit cautions the effectiveness of Teaching Assistants, a publication 'Maximising the impact of Teaching Assistants' describes circumstances in which they can have a substantial impact on learning outcomes.</i></p> | <p>staff receiving the same messages/training as teachers.</p> <p>(Quality of T+L outcomes and TA observations)</p> |
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Impact: (Expected 6 steps progress)

Yr 3 Pupil Premium Pupils in the Cohort: R = +7.4 steps W = +6.4 steps M = +6.9 steps (From Y3 baseline)

Yr 4 Pupil Premium Pupils in the Cohort: R = +6 steps W = +6.2 steps M = +6.8 steps

Yr 5 Pupil Premium Pupils in the Cohort: R = +5.6 steps W = +6.4 steps M = +5.9 steps

Yr 6 Pupil Premium Pupils in the Cohort: R = +6.5 steps W = +7.7 steps M = +6.6 steps

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| <p>B)</p> <p>Teaching and Learning: Improving outcomes and narrowing gaps.</p> <p>Staffing for before/after school intervention classes for maths and English years 3, 4, 5 + 6 to accelerate rate of progress and increase attainment of children working at ARE by the end of the academic year.</p> | <p>£10,000</p> | <p>Provide extra curriculum coverage for pupils to promote standards and attainment in years 4, 5 + 6 so a greater proportion of pupils are working at ARE.</p> <p><i>EEF: small groups + 4 months, one to one +5 months, reduced class size +3 months</i></p> <p><i>EEF Teaching and Learning Toolkit' suggests that mastering learning approaches have a positive impact on attainment (+5 months in 12 months) EEF 'Improving literacy and mathematics in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress</i></p> | <p>Increased % of children working at ARE by the end of the academic year and for end of KS2 outcomes to be at or nearer to National.</p> <p>Reduced PP/NPP gap at the end of KS2.</p> <p>(Assessment data)</p> |
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Impact: (Expected 6 steps progress)

Yr 3 Pupil Premium Pupils in the Cohort: R = +7.4 steps W = +6.4 steps M = +6.9 steps (From Y3 baseline)

Yr 4 Pupil Premium Pupils in the Cohort: R = +6 steps W = +6.2 steps M = +6.8 steps

Yr 5 Pupil Premium Pupils in the Cohort: R = +5.6 steps W = +6.4 steps M = +5.9 steps

Yr 6 Pupil Premium Pupils in the Cohort: R = +6.5 steps W = +7.7 steps M = +6.6 steps



Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review

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| <p>B) Teaching and Learning: Improving outcomes and narrowing gaps. Appointment of additional teacher in Year 6 to support pupils in small class setting</p> | <p>£40,000</p> | <p>Smaller class sizes maximum 21. (Y5) Small focussed group teaching of PP pupils in Y6 (10 pupils) to increase the number of pupils working at ARE, accelerating progress and diminishing the PP/NPP gap.</p> <p><i>EEF: small groups + 4 months, reduced class size +3 months</i> <i>EEF 'Improving literacy and mathematics in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress.</i></p> | <p>Accelerated progress across Year 6 in Reading, Writing & Maths for PP Pupils. PP/NPP gaps diminishing <i>(Assessment data/PP gap data)</i></p> |
| <p>Impact: (Expected 6 steps progress)</p> <p>Yr 6 Pupil Premium Pupils in the Cohort: +6.5 steps W = +7.7 steps M = +6.6 steps</p> | | | |
| <p>B) English: Reading Library resources and Bug Club e learning provision to promote a love of reading, including books which PP NTE pupils can access (bilingual/picture books.)</p> | <p>£4,000</p> | <p>Raise the profile of reading, increase reading skills, especially for PP pupils and PP boys/ struggling readers. Raise the profile of reading at home among pupils and parents.</p> <p><i>EEF 'Improving literacy in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress.</i></p> | <p>Increased attainment in Reading across school. Year 6 outcomes to be at or better than ARE. Number of children reading at home increases. <i>(Assessment data)</i></p> |
| <p>Impact:</p> <p>Reading Progress: (6 steps expected) Yr 3 Cohort: R = +5.9 steps (From KS1) /73% of cohort made 6+ steps +7.4 steps from baseline /87% of cohort made 6+ steps Yr 4 Cohort: R = +6.1 steps/76% of cohort made 6+ steps Yr 5 Cohort: R = +6.1 steps/71% of cohort made 6+ steps Yr 6 Cohort: R = +7 steps/% of cohort made 6+ steps (based on 2019 SATS paper results)</p> <p>Reading Attainment: Yr 3 Cohort: R = 64% @ ARE June 2019 Yr 4 Cohort: R = 63% @ ARE June 2019 Yr 5 Cohort: R = 60% @ ARE June 2019 Yr 6 Cohort: R = 60% @ ARE (Actual SATS results 2019/56% in 2018)</p> | | | |
| <p>B) Maths: Purchasing further maths resources to</p> | <p>£4,000</p> | <p>Consolidating a multi-sensory maths teaching resource to help pupils make connections with numbers, create good mental pictures of</p> | <p>More PP/SEN pupils in Years 3-6 making expected progress. <i>(Assessment data)</i></p> |



Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review

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| support pupils mathematical understanding | | number, so they can solve problems more effectively. <i>EEF 'Improving mathematics in KS2' shows that extensive research into teaching strategies which are implemented has impact on pupil's progress.</i> | |
| <p>Impact: Maths Progress: (6 steps expected) Yr 3 Cohort: M = +5.9 steps (From KS1) /67% of cohort made 6+ steps +6.9 steps from baseline /88% of cohort made 2+ steps Yr 4 Cohort: M = +6.5 steps/76% of cohort made 6+ steps Yr 5 Cohort: M = +6.1 steps/71% of cohort made 6+ steps Yr 6 Cohort: M = +6.8 steps/% of cohort made 6+ steps</p> <p>Maths Attainment: Yr 3 Cohort: M = 63% @ ARE June 2019 Yr 4 Cohort: M = 63% @ ARE June 2019 Yr 5 Cohort: M = 61% @ ARE June 2019 Yr 6 Cohort: M = 68% @ ARE (Actual SATS results 2019/58% in 2018)</p> | | | |
| D) Wider Outcomes: Subsidise Year 4 Residential to Cliffe House + Year 6 Residential visit to Robin Wood | £4,000 | Extending experiences and building confidence. Providing resources to support pupils with their learning. <i>Ofsted guide 'The Pupil Premium' (Jan 2013) Identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</i> | Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils' imagination and provide greater opportunities. (Enrichment overviews, pupil voice) |
| D) Wider Outcomes Subsidise visits for each year group to enhance the curriculum | £10,000 | | |
| D) Wider Outcomes Subsidise enrichment activities for each year group e.g. Living History, workshops, including Key Stage 2 E-safety project. | £8,000 | | |
| C) Wider Outcomes Staffing/resourcing Breakfast Club (free for pupil premium pupils) | £6,000 | Providing a free healthy breakfast ensure pupils start the day in a positive way. Also ensures children are sufficiently nourished 5 mornings per week and ready to learn. | Increased attendance, reduced number of pupils late. Ensure a settled start to the day and readiness to learn. Increased progress and attainment of pupils. (Attendance data) |



Airedale Junior School 2018-19

Pupil Premium Spending Plan – Summer Term Review

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| D) Wider Outcomes Staffing/resourcing for After School Clubs including crafts/arts, Sport, Change for Life enhancing opportunities offered to all pupils (Y3 - Y6) | £8,000 | Provide extra-curricular activities for pupils to promote enjoyment outside of the school day. <i>Ofsted guide 'The Pupil Premium' (Jan 2013) Identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.</i> | Develop self- confidence and self -esteem. Promote positive attitudes to school. (Enrichment overviews, pupil voice) |
| D) Wider Outcomes Artist in Residence (39% costing = Pupil Premium pupils) | £5,000 | Extending and enriching experiences and building confidence. Quality first teaching of art/DT is provided to KS2 children. | Increased confidence and engagement in school life. (Enrichment overviews, pupil voice) |
| D) Wider Outcomes Music: Wider opportunities Year 4 guitars (31% PP) | £1,600 | Extending and enriching experiences and building confidence. | Increased confidence and engagement in school life. |
| C) Wider Outcomes Uniform: All PP children provided with jumper, tie and book bag. | £2000 | Dressed prepared for school and feel equal to their peers. Sense of pride in their appearance. | Increased confidence, equality and engagement in school life. |
| C) Wider Outcomes Milk Provision for PP children | £1000 | Nutritional benefits | Healthy diet and nutrients needed in order to grow/develop properly. |

The impact of the interventions will be reviewed termly and the plan will be evaluated through the use of data analysis at the end of each term during 2018-19. The impact will be reviewed and evaluated by Katie Robinson, Stephen Groves Chair of Governors and Yvette Sesum Pupil Premium Governor. This data will inform and enable expenditure to be planned for 2019-2020 to further raise attainment and diminish the differences between disadvantaged pupils and non-disadvantaged pupils.

The data we will use to review the impact of the Pupil Premium expenditure:

- End of key stage 2 data
- Current Attainment and Progress Data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback