

Desired Outcome	Actions	Evidence and rationale	Impact
An increase in the number of disadvantaged children achieving secure and greater depth of learning in mathematics	Change the design of maths lessons to develop fluency and understanding allowing all children to deepen their knowledge of mathematics.	This approach will ensure that disadvantaged children in the higher band of secure achieve a greater depth of learning.	The design of maths lessons was changed allowing children to increase fluency and develop reasoning and problem solving. A new planning template was introduced enabling teachers to clearly indicate the teaching sequence in each lesson. White Rose maths was implemented across the school and this was used to guide planning. This will be further developed in 2019-2020 through involvement in the Maths Mastery Programme. Attainment of disadvantaged children has improved in most year groups. In Reception class 60% of children achieved the ELG in maths compared to 33% in 2018. At the end of Key Stage 1 67% of disadvantaged children achieved expected or above compared to 50% in 2018.
All staff will be equipped with the skills to maximise the learning of all children	Staff will attend training that benefits all children but that will particularly help children in receipt of pupil premium funding.  Planned training for 2018-19 is Letters and Sounds (phonics) Infusing Rich Vocabulary throughout the Primary Curriculum Securing Greater Depth	CPD for all staff will ensure high standards of teaching and support. It will also enable staff to reflect on what they are doing and try new approaches which will improve outcomes for all children.	Both teaching and support staff took part in a variety of CPD throughout the year. Training was successful and intervention deliverance had a positive impact on pupil outcomes with gaps narrowing particularly in early years where 60% of disadvantaged children achieved a Good Level of Development.

	Guided Reading First Class at Writing		
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Improved vocabulary and communication skills in Nursery and Reception Class	Provide speech and language support in nursery and reception class for children with low level language skills on entry. A member of the early year's team has attended EYFS Elkan training. Cover will be provided through additional staffing to deliver focused language intervention.	Impact on phonic and reading development; only 33.33% of disadvantaged children achieved the ELG in reading at the end of reception class. Further use and development of The Elkan Language intervention programme will allow intervention at an early stage.	Focused language intervention by a highly skilled member of staff has had a positive impact in both and nursery and reception class. 60% of disadvantaged children achieved the ELG in language and communication and reading.
At least 75% of disadvantaged children achieve expected in reading.	<p>Provide additional support in Reception class at specified times to provide a daily, differentiated systematic phonics programme.</p> <p>Small group targeted phonics in Year 1 for disadvantaged children so that they achieve the expected standard in the Phonic Screen.</p> <p>Trained LSA to deliver Lexia sessions for groups of children in Year 2, 3 and 4</p> <p>All disadvantaged children will receive one to one reading support on a regular basis.</p>	<p>Whilst most children recognise letters and their sounds some experience difficulty blending sounds and need additional support.</p> <p>Only 75% of disadvantaged children achieved the expected standard in 2018.</p> <p>Lexia has previously had a positive impact on reading outcomes.</p> <p>This will give those children who do not read at home with</p>	<p>Additional support in reception class enabled daily small group teaching to take place throughout the year. Quality first teaching was directed to those children requiring support to reach expectation. This resulted in 60% of disadvantaged children achieving the ELG in reading.</p> <p>Daily 1 to 1 targeted phonics sessions for disadvantaged children resulted in the majority of disadvantaged children achieving expected in the phonics screen.</p> <p>Daily 1 to 1 reading practice, participation in Lexia sessions and attendance at reading club had a positive impact and</p>

	Children needing additional support will be invited to our after-school reading club.	<p>an adult the opportunity to develop their reading skills.</p> <p>This will allow children to further their reading skills and read for pleasure</p>	<p>the attainment target was achieved in reading in Year 2 and 3.</p> <p>Year 2 77%</p> <p>Year 3 86%</p> <p>Year 4 57%</p>
At least 75% of disadvantaged children achieve expected in writing at the end of each year.	<p>Implement First Class at Writing for a small group of disadvantaged children in Key Stage 2, to develop spelling, grammar and punctuation skills.</p> <p>Include disadvantaged children in the SENTASS Motor Co-ordination intervention at various points in the year.</p> <p>Provide LSA support in all Year 1, 2 ,3 and 4 to support the learning of all disadvantaged children.</p>	<p>This small group intervention will provide children with specific direction and allow progress to be monitored closely.</p> <p>Some disadvantaged children have less well developed fine motor skills.</p> <p>Additional support in the classroom to support Quality First Teaching has previously had a positive impact.</p>	<p>In some year groups the gap is narrowing compared to previous years but this is an area that needs further development.</p> <p>Reception 60%</p> <p>Year 1 20%</p> <p>Year 2 77%</p> <p>Year 3 57%</p> <p>Year 4 43%</p>
At least 75% of disadvantaged children achieve expected in mathematics at the end of each year.	Whole school emphasis on maths non negotiables and LSA support outside of the maths lesson for disadvantaged children to ensure they acquire basic mathematical skills.	All children are given the opportunity to master mathematical skills so that they can access all lessons.	In Reception class 60% of children achieved the ELG in maths compared to 33% in 2018. At the end of Key Stage 1 67% of disadvantaged children achieved expected or above compared to 50% in 2018. An increase in the number of disadvantaged children achieving the expected standard in mathematics across the school.

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Improvement in identified children's health, attitude and ability to enjoy learning.	<b>Therapeutic Counselling:</b> Weekly counselling sessions for identified children with Kalmer Counselling	Individual children have personal, social and emotional needs which act as a barrier to their learning.	Children and parents have benefitted from the opportunity to discuss their feelings and experiences and this has helped to remove barriers to learning.
Children's resilience, self-esteem and self-confidence are improved so that their access to the curriculum is maximised.	Implement the Thrive Programme:	The programme identifies strategies to help children experiencing personal social or emotional difficulties need support in order to be motivated and engaged in their learning.	Two members of staff attended introductory training for the Thrive Programme. One member of staff has implemented Thrive strategies in her support of children with social and emotional difficulties and the impact of this can be seen in the high standard of attainment achieved at the end of Key Stage 1. The SENCO is to include the implementation of the programme into her action plan for 2019-2020.
Children's self-esteem and confidence is increased by participation in a range of extra curricula activities.	Children in receipt of pupil premium will have prioritised access to musical tuition, after school activity clubs and the residential visit free of charge.	Opportunities and experiences help to widen children's horizons and provide children with experiences they can discuss and draw upon in their learning	Children have had rich and varied learning experiences which has supported their learning across the curriculum, particularly by providing a stimulus for writing.