

1. Summary information 2019-20 based on January census		
Total PP budget	Deprivation Annual Allocation	= £50,160
	Service Pupil Premium	= £7,200
	Other Pupil Premium	= £11,500
	Total	= £68,860
	Carry Forward (all areas)	= £3,122
	Total	= £71,982
Deprivation/FSM/Ever 6	Service Premium	Other
38	24 that we have received funding for.	5

2. Current attainment End of Foundation Stage (2019)			
	<i>Pupils eligible for PP (Welton St Mary's) 1 child</i>	<i>All pupils WSM</i>	<i>All pupils nationally</i>
% working at expected or above in all areas	Not reported	72.1%	70.8%
% achieving a Good Level of Development	Not reported	72.1%	71.9%
Current attainment- End of Year 1 and 2 (retake) Phonics (2019)			
% achieving the threshold in Year 1 phonics screen	N/A	89.1%	81.9%
% achieving the threshold in Year 2 phonics screen	N/A	91.8%	91.4%
Current attainment- End of Year 2 (2019)			
	Pupils eligible for PP (our school) (7 pupils)	<i>All children WSM</i>	<i>All pupils nationally</i>
% achieving age related in reading, writing & maths	86%	72.5%	64.9%
% achieving age related in reading	86%	84.3%	74.9%
% achieving age related in writing	86%	72.5%	69.2%
% achieving age related in maths	100%	82.4%	75.6%
Current attainment- End of Year 6 (2018)			

	<i>Pupils eligible for PP WSM</i>	<i>All pupils WSM</i>	<i>All pupils Nationally</i>
% achieving age related in reading, writing & maths	40%	74.5%	64.8%
% achieving age related in reading	40%	81.8%	73.1%
% achieving age related in writing	80%	81.8%	78.4%
% achieving age related in maths	60%	89.1%	78.7%

Review of expenditure 18-19				
Planned Action	Desired Impact	Objective	Impact Measure	Lessons Learned and next steps
Leadership Teaching and Learning Responsibility	<ul style="list-style-type: none"> Improved outcomes for children accessing pupil premium All children accessing pupil premium funding making good progress 	To increase leadership accountability for outcomes for children accessing Pupil Premium	<ul style="list-style-type: none"> All children accessing pupil premium funding making good progress Improve reading, writing, maths combined outcomes for pupil premium 	Dedicated leadership time will continue to raise the profile of PP across the school. The PP lead will continue to lead Pupil progress meetings to ensure that individual needs are analysed and next steps are put in place. PP lead will continue to work with teaching assistants to ensure that PP children's needs are met in class and that appropriate interventions are in place for individuals. They will hold all staff to account for PP outcomes to ensure positive progress for all.

TA training/Embed Lincolnshire Mobilise project across the school	To continue to improve the skill base of our Teaching Assistant team to ensure highest levels of impact	To continue to improve the skill base of our Teaching Assistant team to ensure highest levels of impact on progress and outcomes	<ul style="list-style-type: none"> Improved outcomes for Pupil premium children combined RWM outcomes for Pupil premium children is meeting national expectation. Monitoring the quality of teaching and guided support in TA supported lessons. Outcomes for targeted children improve. 	<p>Evaluation of the mobilise project from teaching assistants has been positive: “Feedback and marking part of our training helpful, for example, how to present "next steps" in a simple and effective and understanding way for the children to respond. Also, writing less, as to not overwhelm children and keeping the comments positive.”</p> <p>“Being part of the input, modelling, live intervention and feedback has been really positive. 1:1 reading sessions with PP children, and looking at child's target with CT to know what the focus is for each child has been beneficial.”</p> <p>Training for TAs in the teaching of reading will be a focus. Next steps are to ensure that new TAs are in receipt of good induction training and CPD.</p>
Progress and Attainment				
Reading	Improved outcomes in reading for children accessing pupil premium. All children accessing pupil premium making good progress.	To improve progress in reading, writing and maths from Foundation Stage to Key Stage 1. Key Stage 1 to Key Stage 2 so that all children make at least expected progress.	<ul style="list-style-type: none"> PIRA scores demonstrate that children are meeting their standardised scores. Children are on track to meet their FFT targets. 	<p>The scaled score for reading at the end of KS2 for PP children was 100.2. The number of children achieving GDS in reading is increasing year on year. 2017 8%, 2018 18%, 2019 40%. Reading is a focus for children from end to KS1 to KS2 in reading in 19-20. Greater focus next year on individual input from teachers and teaching assistants for PP children.</p>
PALAC project	To engage post looked after children in reading and develop a love of books.	To support pupils to engage in reading and develop a love of reading.	<ul style="list-style-type: none"> Children are more enthusiastic about reading. Outcomes for individual children ensure they are achieving their potential. 	The time spent out of the classroom for the project was considered a negative for the children and this was raised by their carers at 1:1 meetings. This year a greater

				amount of money will be invested in quality library books and adult time will be invested in assisting the children in making a suitable selection of reading material.
Writing	All children in receipt of pupil premium make good progress in writing.	To improve progress in writing.	<ul style="list-style-type: none"> All previous year groups expectations gaps in writing have been plugged. Children are on track to meet their FFT targets. Children identify for themselves when scaffolds can support them and use these effectively. 	<p>The writing conferencing proved to be beneficial with increased attainment in both key stage 1 and 2 for disadvantaged pupils.</p> <p>This will continue into next year</p>
Maths	Pupils in receipt of pupil premium funding increase confidence in maths and make good progress. Gaps are closed.	To ensure that progress in maths is good for all learners.	<ul style="list-style-type: none"> PUMA tests show that children are meeting their standardised scores Pupils are on track to meet FFT targets. Progress measures are positive. 	<ul style="list-style-type: none"> Quality first teaching proved to be the best support to bridge gaps in maths. Even when teachers directed the leaders of a computer-based intervention programme, to work on content with pupils, rather than the initial diagnostic, results were variable and parental feedback was mixed. Next steps: Continue the Singapore approach in maths and supplement this with intervention where necessary.
Reading, writing, maths outcomes		For children to achieve RWM combined at expected.	<ul style="list-style-type: none"> Outcomes for PP children in combined RWM is in line with national. 	<ul style="list-style-type: none"> RWM combined for PP is above national in KS1, but not in KS2. This will be a priority for this year. Teaching assistants will be deployed carefully to support in classes.
Learning mentor Pastoral support	To improve the social and emotional wellbeing of pupils	To improve support for parents and increase access to EHA	<ul style="list-style-type: none"> Increased use of EHA 	<ul style="list-style-type: none"> Increased use of EHA across the school.

		assessment and associated support	<ul style="list-style-type: none"> Improved outcomes for families through a range of support children have an understanding of positive mental health children understand who, when and where to get help when needed children have resilience and ability to cope with challenging situations 	<ul style="list-style-type: none"> Pupil voice indicated that they know where to go to seek help.
		To lead on a mentally healthy school	<ul style="list-style-type: none"> Children's health and wellbeing is prioritised and the result of this impact positively on learning. children have achieved their targets in reading writing and maths 	<ul style="list-style-type: none"> This will be investigated this academic year, starting with caring 2 learn
	Pastoral support is accessible for children to meet their needs and support is in place for families	To identify the needs of children who require additional emotional support	<ul style="list-style-type: none"> Children's health and wellbeing is tracked, and areas identified needing support are put in place. children feel positive, have good self-esteem, aspiration and self-worth 	<ul style="list-style-type: none"> Class teachers and teaching assistants are proactive in raising concerns and pastoral support is allocated accordingly.
		To ensure children with emotional needs have access to support	<ul style="list-style-type: none"> Children are more receptive in class, due to emotional barriers to learning being addressed. Children will have made progress in their social, emotional development and exhibit good learning behaviours. 	
Wider Experiences				
Careers Day	To raise hope and aspiration by developing awareness as to the opportunities in their	To raise aspiration and hope.	<ul style="list-style-type: none"> Children are more aware of potential opportunities that lie ahead 	<ul style="list-style-type: none"> This is a focus for this academic year. Planning is in progress with agencies

	future of the different careers that could be available to them To assist them in developing their own career goals.		<ul style="list-style-type: none"> Children have a vision and a focus beyond that of their own experiences. 	that could participated having been highlighted.
Panto	To provide wider opportunities and experiences beyond those which are accessible to them.	To provide experiences beyond that of the curriculum.	<ul style="list-style-type: none"> Children have experiences on which to draw that otherwise may not be accessible to them due to financial constraint. 	<ul style="list-style-type: none"> Feedback for children was very positive and "The Jungle Book" formed the focus of the work for world book day across the school. This had positive results in terms of children's published writing.
Hot school meal	To ensure that children are not hungry and able to focus on learning. To ensure that the children's nutritional needs are met.	To have a hot school meal each day (based on 40 FSM Children) Milk provided for children beyond the age of 5 years	<ul style="list-style-type: none"> Children are having the hot meal and are having a healthy diet. 	<ul style="list-style-type: none"> Take-up for hot school meals is good and the salad bar is proving very popular. Variety on offer is encouraging more children to take up the hot school meal.
Music Tuition	To provide wider opportunities and experiences beyond those which are accessible to them.	To provide a wider opportunities curriculum.	<ul style="list-style-type: none"> Children are making good progress in their learning through increased experiences. 	<ul style="list-style-type: none"> Children are attending school more ready to learn. Children speak positively about their experiences at extra-curricular clubs and how they have helped them to develop their skills.
Extra-curricular Clubs		Based on one club per FSM pupil x 40 FSM Pupils.	<ul style="list-style-type: none"> Children have wider opportunities and experiences on which to draw. 	
Residential visits	To increase access to residential visits through financial support for families	Based on 50% reduction in the cost of the trip	<ul style="list-style-type: none"> Children are making good progress in their learning through increased experiences. 	<ul style="list-style-type: none"> Children are able to access the learning following the trips and have been able to participate at the same level as others.
Swimming	Children have valuable life skills.	PP children can swim 25 metres before leaving primary school.	<ul style="list-style-type: none"> Children can swim at least 25m with confidence. Children are water confident. 	<ul style="list-style-type: none"> 80% can swim 25m, those who can't will be targeted next year for additional lessons.

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3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A.	Children are not reading for pleasure and developing a love of books.	
B.	Vocabulary exposure is narrow.	
C.	Poor oral communication and language skills on school entry.	
D.	Limited experiences and understanding of the world around them on school entry.	
E.	Emotional well-being and mental health.	
External barriers (issues which also require action outside school, such as low attendance rates)		
A.	Life experiences external to school.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improve reading skills for PP children through an increased focus on the teaching of reading.	Children will be able to read with fluency. Children will have increased confidence when reading. Comprehension skills are developed. Children are able to access the wider curriculum.
B.	Provide opportunities to build on existing vocabulary.	Children can communicate confidently using subject specific vocabulary. Children are using higher level vocabulary in their written work.

C.	Improve communication and language skills for pupils eligible for PP through the school with a focus on speaking and listening and communication throughout FS and KS1.	For children eligible for PP in Reception to make rapid progress by the end of the year, so all pupils eligible for PP meet age related expectations. This will impact positively on Phonics in Year 1.
D.	Our curriculum will provide opportunities for the children to develop their understanding of the world.	Children are confident to ask questions and are meeting age related expectations in science and non-core subjects. Children in FS are meeting the Early Learning Goal for Understanding of the World.
E.	Emotional well-being and mental health	All children eligible for PP are emotionally well and able to successfully learn.

Nature of planned expenditure 2019/2020				
Planned Action	Planned cost	Objective	Planned action	Impact Measure
Progress and Attainment	£37,358-Teaching assistants			
A Reading	CPD for teachers and TAs £2000	Improve reading skills for PP children through an increased focus on the teaching of reading.	Teachers reading with the children 3 times a week. Training for all staff in the teaching of reading Phonics & early reading audit & actioning the outcomes. Investment in high quality texts Teachers working with the children to choose appropriate reading material.	<ul style="list-style-type: none"> • Children will be able to read with fluency. • Pira scores will show they are making good progress from their starting points. • Children will have increased confidence when reading. • Comprehension skills are developed. • Children are able to access the wider curriculum and are making good progress. • Attitude to reading is improved.
B Vocabulary	Writing conferencing. £5,250	Children can communicate confidently using subject specific vocabulary. Children are using	Quality first teaching of vocabulary. Knowledge organisers are used for subject specific vocabulary.	<ul style="list-style-type: none"> • All previous year groups expectations gaps in writing have been plugged.

		higher level vocabulary in their written work.	<p>Writing conferencing for targeted year groups. Teaching assistant support to live mark during writing sessions and checking with PP children throughout the session.</p> <p>TA training on vocabulary and planning for next steps alongside class teachers.</p> <p>TAs to support children in the learning the Y3/4, 5/6 high frequency words.</p>	<ul style="list-style-type: none"> • Children are on track to make good progress. • Writing displays subject specific vocabulary. • Children use the spelling words that are assigned for their year group and previous year groups.
C Communication and language		Children in FS & Y1- the vocabulary gap between PP & all nationally has closed.	Children have sufficient opportunities to listen to, discuss and engage in stories, songs and nursery rhymes - whole class, group work, 1:1 for vocabulary development (use techniques from guidance)	<ul style="list-style-type: none"> • Children are working at age related expectations in communication & language and speaking and listening.
D Understanding of the world		To increase understanding of the world through first hand experiences, reading and opportunities to build their knowledge.	<p>Asking questions, modelling good listening and responses and how to answer how and why.</p> <p>Curriculum development to develop UTW – knowledge organisers, vocab development, role play.</p> <p>Residential and day visits.</p>	<ul style="list-style-type: none"> • Can talk knowledgably about their learning. • The gap has closed for children in EYFS PP against national in “the world”. • Understanding of concepts and broader life experiences across the curriculum are developed in KS1 & 2.
E Emotional wellbeing and positive mental health.		<p>To provide support and signposting for parents</p> <p>To support the children with resilience and ability to cope with challenging situations</p>	<p>More children are requiring pastoral support</p> <p>Work with leadership team in becoming a mentally healthy school</p>	<ul style="list-style-type: none"> • Increased use of EHA • Improved outcomes for families through a range of support • Children have an understanding of positive mental health

				<ul style="list-style-type: none"> Children understand who, when and where to get help when needed
Careers		<p>To raise children's hope and aspirations.</p> <p>To prepare them for a fulfilling adult life.</p>	To provide a careers day in upper KS2 to make children aware of the career opportunities that are available to them.	
Meal Provision				
Hot school meal	<p>£437 per year per child</p> <p>Total:- £13.547</p>	<p>To have a hot school meal each day (based on 40 FSM Children).</p> <p>Milk provided for children beyond the age of 5 years.</p>	<p>Families accessing pupil premium and those families who have been in receipt of pupil premium in the last 6 years to have a healthy meal in the middle of the day</p> <p>Milk provided</p>	<ul style="list-style-type: none"> Children are having the hot meal and are having a healthy diet.
Wider Provision				
Music Tuition	£500(50% reduction)	To provide a wider opportunities curriculum	Children receive a broader, balanced curriculum. Children can access opportunities that otherwise may not be available to them due to financial restraints.	<ul style="list-style-type: none"> Children are making good progress in their learning through increased experiences.
Extra-curricular Clubs	£300	Based on take up from previous year.	Children receive a broader, balanced curriculum. Children can access opportunities that otherwise may not be available to them due to financial restraints.	<ul style="list-style-type: none"> Children have wider opportunities and experiences on which to draw.
Residential visits	£500	Based on 50% reduction in the cost of the trip.	Children receive a broader, balanced curriculum. Children can access opportunities that otherwise may not be available to them due to financial restraints.	<ul style="list-style-type: none"> Children are making good progress in their learning through increased experiences.

Swimming	£1000	PP children can swim 25 metres before leaving primary school.	To improve life skills of swimming.	<ul style="list-style-type: none"> • Children can swim at least 25m with confidence. • Children are water confident.
Total planned expenditure for 2018/19				£60,445