

## Pupil Premium Strategy Review April 2019 (based on T4 data)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>
<b>A.</b>	Improve children's word recognition and use of phonics when decoding words in order to become more fluent readers.	In reading, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.	92% of children are making expected progress in year 8 % of children are making >expected progress in year 92% of children are making expected progress across Key Stage 25% of children are making >expected progress across Key Stage
<b>B.</b>	Improve children's writing fluency, including the use of word building, accurate spelling and writing presentation.	In writing, disadvantaged children will make at least expected progress in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.	75% of children are making expected progress in year 92% of children are making expected progress across Key Stage 17% of children are making >expected progress across Key Stage
<b>C.</b>	Developing fluency with maths facts and the ability to apply mental strategies for some PP children.	Progress of disadvantaged learners in maths will be at least expected in year, in line with peers and will narrow gaps in learning. In school tracking will monitor the progress of these children and ensure they are on track.	92% of children are making expected progress in year 8 % of children are making >expected progress in year 92% of children are making expected progress across Key Stage 25% of children are making >expected progress across Key Stage
<b>D.</b>	Develop personal skills and qualities that will support pupils with emotional aspects of school life, including support in playground situations, self- regulation and raising their aspirations in learning.	Pupils are given access to regular ELSA sessions in order to develop skills and strategies for managing a range of social situations.	All pupils requiring emotional support have received regular ELSA sessions. All children have been supported by staff with their development of personal skills, managing

			playground situations and aspirational goals, when required.
<b>E.</b>	Improve parental engagement in school-based activities i.e parent workshops, parents consultations,	All parents of PP children will attend at least 1 parent's workshop.	So far this year, 89% of families (8/9) of PP children have engaged in school activities, including parent consultations, Mother's Monday and parent workshops.