

1. Review of expenditure 2018-2019				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	Termly Pupil progress meetings with Pupil Premium coordinator	<p>Pupil progress meetings are effective in allowing for open discussions around vulnerable groups and the provisions which are in place. The inclusion of TAs into these meetings has been highly effective to ensure that there is a clear understanding of the needs of the learner across all adults in the class.</p> <p style="text-align: center;"><b><u>2018-2019 Key stage two data:</u></b></p> <p><b>Reading Expected+</b>  PP: 78%  Non PP: 86%  <b>PP not SEN: 100%</b></p> <p><b>Reading GDS</b>  PP: 22%  Non PP: 29%  <b>PP not SEN: 33%</b></p> <p><b>Writing Expected +</b>  PP: 78%  Non PP: 95%  <b>PP not SEN: 100%</b></p> <p><b>Writing GDS</b>  PP: 11%  Non PP: 29%  PP not SEN: 17%</p>	<p>Assessment model at Senacre Wood has changed, however there will still be termly opportunities for discussions between class teacher, TA and inclusion lead, with a focus on vulnerable groups.</p> <p>Focus for 2019-2020: Pupil Premium Writing GDS.</p>	£500

<p>B) Higher rates of attainment across KS2 for high attaining pupils eligible for PP.</p>		<p align="center"><b><u>2018-2019 Key stage two data:</u></b></p> <p><b>Reading GDS</b>  PP: 22%  Non PP: 29%  PP not SEN: 33%</p> <p><b>Writing GDS</b>  PP: 11%  Non PP: 29%  PP not SEN: 17%</p> <p><b>Maths GDS</b>  PP: 11%  Non PP: 33%  PP not SEN: 17%</p>	<p>Gaps closing in Reading GDS between PP and Non PP children.</p> <p>Writing needs to be a focus of 2019-2020 as does Maths. DHT will provide</p> <p>Maths specialist teacher's timetable will change to allow for focused support in Maths lessons on a daily basis in Year 6.</p>	
	<p>CPD on providing challenge for high attaining pupils</p>	<p>DHT led CPD training for all staff which focused on HA writers. In follow up monitoring, teachers were observed using the strategies suggested.</p> <p>Class teachers are using sensitive seating and scaffolding for HA PP children to ensure access to learning.</p> <p>In Maths, questions stems are visible and working walls are photographed and evaluated.</p> <p>In regards to progress: 78% of PP children made expected progress from EYFS to Year 6, with 11% making accelerated progress. This compares with 86% Non PP children making expected progress from EYFS to Year 6 and 24% making accelerated progress.</p>	<p>Map in CPD opportunities for staff into 2019-2020 monitoring timetable.</p>	<p>£0</p>

	<p>Specialist teacher employed 3 days a week to support focus children in Year 2 as well as focus groups across the school.</p>	<p style="text-align: center;"><b><u>Year 2 2018-2019 results</u></b></p> <p><b>Reading GDS</b>  PP: 33%  Non PP: 33%  PP not SEN: 33%</p> <p><b>Writing GDS</b>  PP: 33%  Non PP: 19%  PP not SEN: 33%</p> <p><b>Maths GDS</b>  PP: 0%  Non PP: 26%  PP not SEN: 0%</p> <p>The gap has closed in reading for PP children achieving GDS. In Writing, PP children are out performing Non PP children at GDS.</p>	<p>Focus for 2019-2020: Pupil Premium Maths GDS KS1 and track pupils into Year 3.</p>	<p>£23,757</p>
	<p>Qualified teacher working with focus PP children 3 mornings per week in Year 6.</p>	<p style="text-align: center;"><b><u>2018-2019 Key stage two data:</u></b></p> <p><b>Reading Expected+</b>  PP: 78%  Non PP: 86%  PP not SEN: 100%</p> <p><b>Reading GDS</b>  PP: 22%  Non PP: 29%  PP not SEN: 33%</p> <p><b>Writing Expected +</b>  PP: 78%  Non PP: 95%  PP not SEN: 100%</p> <p><b>Writing GDS</b>  PP: 11%  Non PP: 29%  PP not SEN: 17%</p>	<p>The provision wasn't as effective as it could have been due to extra responsibilities of the additional adult.</p> <p>This wont be in place for 2019-2020.</p>	<p>£15,656</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	Beanstalk readers	<p style="text-align: center;"><b>Beanstalk data 2018-2019</b></p> <p><b>Year 3</b> Child 1: 5 jumps Child 2: 6 jumps Child 3: 4 jumps</p> <p><b>Year 4</b> Child 1: 4 jumps Child 2: 5 jumps Child 3: 3 jumps</p> <p><b>Year 5</b> Child 1: 1 jump Child 2: 1 jump Child 3: 3 jumps (Child 1 and 2: Also SEN)</p>	<p>We will be continuing with the volunteers, however not under 'Beanstalk.' Due to their new business model, Beanstalk readers were not providing the desired support to their workers.</p> <p>The Beanstalk model did not allow for children to be changed during the academic year. This did not allow for flexibility if the provision wasn't as effective as desired.</p> <p>The volunteers will now be managed under our Inclusion Lead, which allows us to support them with in school assessment and teaching strategies. The children will be reviewed in termly meeting with the class teacher, TA and Inclusion lead.</p>	£1705
	SEN assessments	<p>The SEN Assessment package has helped to identify specific needs, which has informed quality first teaching and interventions. All Teachers and TAs have access to dyslexia screening tool which has resulted in quicker assessment of identified children.</p> <p style="text-align: center;"><b><u>2018-2019 Data</u></b></p> <p><b>Reading Expected+</b> PP: 78% Non PP: 86% <b>PP not SEN: 100%</b> PP and SEN: 33%</p> <p><b>Reading GDS</b> PP: 22% Non PP: 29% <b>PP not SEN: 33%</b> PP and SEN: 0</p>	Further assessments to be loaded onto new server.	£300

		<p><b>Writing Expected +</b>  PP: 78%  Non PP: 95%  PP not SEN: 100%  PP and SEN: 33%</p> <p><b>Writing GDS</b>  PP: 11%  Non PP: 29%  PP not SEN: 17%  PP and SEN: 0</p>		
	TA spelling, phonics and reading support for PP children	<p>Focused individualised support which has impacted data:</p> <p><b>Reading Expected+</b>  PP: 78%  Non PP: 86%  PP not SEN: 100%</p> <p><b>Reading GDS</b>  PP: 22%  Non PP: 29%  PP not SEN: 33%</p> <p>PP children who are not SEN have out performed non PP children at expected and greater depth levels.</p>	Provision to be continued in 2019-2020.	£3596
B) Higher rates of attainment across KS2 for high attaining pupils eligible for PP.	Individualised home-learning packs for higher attaining PP pupils.	<p>The home-learning packs have been a success and have impacted upon % of PP children achieving expected results.</p> <p>Provision should have a greater impact as the cohorts of children move through Key Stage 2 and have accessed this provision for 4 years.</p>	Provision to continue in 2019-20	£350
	TA led higher ability intervention groups	Year 4-6 100% progress against smart targets on provision maps. (See provision maps for further details)	Provision to continue in 2019-20	£1387

	Targeted individual support to access Greater Depth learning	Pupil progress meetings provide invaluable support and discussion around PP children accessing greater depth learning.	Focus 2019-2020: Year 3 PP children (Additional TA to provide support to ensure accelerated progress)	
	Pupil conferencing	<b>Pupil voice July 2019:</b> “Oral feedback is better because it helps us to be more resilient.” “It gives us clues about how to carry on.”	Provision will continue and SLT to monitor through pupil voice in 2019-2020.	£0
	HA book club	The book club has ensured higher level discussion around themes and metaphors. It offers a grown up and mature approach to reading. It gives the children an exposure to the Time Top 20 best selling children’s books (Cultural Capital). It has fostered a love for reading as children have read a book in the book club and then written down the author to choose another book to read.  Case study Child 1: First time child has completed two whole books. Went on to achieve Expected in KS2 SATS.	Provision will continue in 2019-2020.	£0
C) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Project Salus	Senco meeting before Project Salus starts to discuss focus of work and Two formal assessment tools are used at the start and end of Project Salus. Strength and Difficulty Questionnaires (SDQ Teacher tool version) assesses general behaviour. Project Salus start/end monitoring assess academic attainment and focus and also engagement in learning. In addition, weekly up dates are sent and communication between parents, teachers and staff is open in order to support the child.	Provision to continue, however, SENCO and FLO (also DSLs) are to be trained in more therapeutic approaches. This allows for pupils to be supported throughout the week and in response to incidents and concerns which arise.	£4500
	Play Therapy	SDQs are completed before and after therapy. Parents have a meeting with the play therapist before Behaviour incidents are closely monitored during the period of time that the children are	Provision to continue.	£2720

		accessing play therapy (if this is a focus). Play Therapist liaises closely with Senco and parents														
	Lego Therapy	Targets are set based on the areas that the child needs. These may be development of listening skills, social skills, speaking skills and/or confidence. Targets achievement is monitored by the adult leading the intervention, but is monitored by class adults to assess if skills are transferred outside of the group.	Provision to continue.													
<p>C) Pupils have elevated academic and social confidence measured through their Well-Being profiles</p> <p>E) Increased attendance rates for pupils eligible for PP.</p> <p>F) Increased engagement of PP parents in their children's education</p> <p>E) Increased attendance rates for pupils eligible for PP.</p>	<p>Employ a FLO</p> <p>FLO's 'Managing Illness project'</p>	<table border="1"> <tr> <td><b>Vulnerable groups attendance as of 02.11.18</b></td> <td>96.5% (46 children)</td> </tr> <tr> <td><b>Vulnerable groups attendance as of 19.12.18</b></td> <td>95.8% (50 children) 95.4%</td> </tr> <tr> <td><b>Vulnerable groups attendance as of 14.02.19</b></td> <td>95.6% (50 children) 95.4%</td> </tr> <tr> <td><b>Vulnerable groups attendance as of 05.04.19</b></td> <td>95.6% (56 children) 93.8%</td> </tr> <tr> <td><b>Vulnerable groups attendance as of 24.05.19</b></td> <td>95.3% (56 children) 95.2%</td> </tr> <tr> <td><b>Vulnerable groups attendance as of 19.07.19</b></td> <td>95% (55 children) 95%</td> </tr> </table> <p>In italics is the 2017-2018 attendance figures. The 2018-2019 results show a term on term increase in PP attendance compared to the previous academic year.</p>	<b>Vulnerable groups attendance as of 02.11.18</b>	96.5% (46 children)	<b>Vulnerable groups attendance as of 19.12.18</b>	95.8% (50 children) 95.4%	<b>Vulnerable groups attendance as of 14.02.19</b>	95.6% (50 children) 95.4%	<b>Vulnerable groups attendance as of 05.04.19</b>	95.6% (56 children) 93.8%	<b>Vulnerable groups attendance as of 24.05.19</b>	95.3% (56 children) 95.2%	<b>Vulnerable groups attendance as of 19.07.19</b>	95% (55 children) 95%	<p>The FLO provides invaluable support and guidance to our PP families. She is the essential bridge between home and school to ensure the correct and most effective provisions are put in place to support the child's learning experiences at Senacre.</p> <p>2019-2020 action: FLO to engage with further initiatives from our School Liaison Officer.</p>	£9429
<b>Vulnerable groups attendance as of 02.11.18</b>	96.5% (46 children)															
<b>Vulnerable groups attendance as of 19.12.18</b>	95.8% (50 children) 95.4%															
<b>Vulnerable groups attendance as of 14.02.19</b>	95.6% (50 children) 95.4%															
<b>Vulnerable groups attendance as of 05.04.19</b>	95.6% (56 children) 93.8%															
<b>Vulnerable groups attendance as of 24.05.19</b>	95.3% (56 children) 95.2%															
<b>Vulnerable groups attendance as of 19.07.19</b>	95% (55 children) 95%															
<b>iii. Other approaches</b>																
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>												

<p>A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2 D) Increase attendance rates for PP children</p>	<p>Free breakfast Club for PP children  Free Milk for PP children in KS1  Contribution towards PE kits, water bottles and clothing. Enrichment Experiences: -GLP -Artsmark -Sports fixtures -Whole school experience weeks</p>	<table border="1"> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 02.11.18</b></td> </tr> <tr> <td>Pupil Premium (Target:96.7%)</td> <td>96.5% (46 children)</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 19.12.18</b></td> </tr> <tr> <td>Pupil Premium (Target:95.1%)</td> <td>95.8% (50 children) 95.4%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 14.02.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.2%)</td> <td>95.6% (50 children) 95.4%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 05.04.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.1%)</td> <td>95.6% (56 children) 93.8%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 24.05.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.98%)</td> <td>95.3% (56 children) 95.2%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 19.07.19</b></td> </tr> <tr> <td>Pupil Premium (Target:94.5%)</td> <td>95% (55 children) 95%</td> </tr> </table>	<b>Vulnerable groups attendance as of 02.11.18</b>		Pupil Premium (Target:96.7%)	96.5% (46 children)	<b>Vulnerable groups attendance as of 19.12.18</b>		Pupil Premium (Target:95.1%)	95.8% (50 children) 95.4%	<b>Vulnerable groups attendance as of 14.02.19</b>		Pupil Premium (Target:95.2%)	95.6% (50 children) 95.4%	<b>Vulnerable groups attendance as of 05.04.19</b>		Pupil Premium (Target:95.1%)	95.6% (56 children) 93.8%	<b>Vulnerable groups attendance as of 24.05.19</b>		Pupil Premium (Target:95.98%)	95.3% (56 children) 95.2%	<b>Vulnerable groups attendance as of 19.07.19</b>		Pupil Premium (Target:94.5%)	95% (55 children) 95%	<p>Provision will continue in 2019-2020.</p>	<p>£5000</p>
<b>Vulnerable groups attendance as of 02.11.18</b>																												
Pupil Premium (Target:96.7%)	96.5% (46 children)																											
<b>Vulnerable groups attendance as of 19.12.18</b>																												
Pupil Premium (Target:95.1%)	95.8% (50 children) 95.4%																											
<b>Vulnerable groups attendance as of 14.02.19</b>																												
Pupil Premium (Target:95.2%)	95.6% (50 children) 95.4%																											
<b>Vulnerable groups attendance as of 05.04.19</b>																												
Pupil Premium (Target:95.1%)	95.6% (56 children) 93.8%																											
<b>Vulnerable groups attendance as of 24.05.19</b>																												
Pupil Premium (Target:95.98%)	95.3% (56 children) 95.2%																											
<b>Vulnerable groups attendance as of 19.07.19</b>																												
Pupil Premium (Target:94.5%)	95% (55 children) 95%																											
<p>C) Pupils have elevated academic and social confidence measured through their Well-Being profiles</p>	<p>Young Carers Award</p>	<p><b>Attendance of Young Carers 2018-2019:</b>  Young Carers (11 children): 97.3%  Young carers and PP (3 children): 96%  <i>"To achieve their Bronze Award Senacre Wood Primary School has demonstrated that it supports young carers in many ways, including homework clubs and drop-in sessions... 'Vital information about how to identify young carers is made available to all school staff, and noticeboards and the school webpage lets students and their families know where to go for help'".</i></p>	<p>Young Carers support to continue and FLO looking to achieve the Silver award to ensure further provision and support.</p>	<p>£0</p>																								

<p>E) Increased attendance rates for pupils eligible for PP.</p>	<p>Partnership with the Wellbeing people</p> <p>Children who are absent to be emailed to Headteacher and FLO on a daily basis</p> <p>FLO to monitor the attendance of pupils</p>	<table border="1"> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 02.11.18</b></td> </tr> <tr> <td>Pupil Premium (Target:96.7%)</td> <td>96.5% (46 children)</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 19.12.18</b></td> </tr> <tr> <td>Pupil Premium (Target:95.1%)</td> <td>95.8% (50 chn) 95.4%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 14.02.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.2%)</td> <td>95.6% (50 chn) 95.4%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 05.04.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.1%)</td> <td>95.6% (56 chn) 93.8%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 24.05.19</b></td> </tr> <tr> <td>Pupil Premium (Target:95.98%)</td> <td>95.3% (56 chn) 95.2%</td> </tr> <tr> <td colspan="2"><b>Vulnerable groups attendance as of 19.07.19</b></td> </tr> <tr> <td>Pupil Premium (Target:94.5%)</td> <td>95% (55 chn) 95%</td> </tr> </table> <p>In italics is the 2017-2018 attendance figures. The 2018-2019 results show a term on term increase in PP attendance compared to the previous academic year.</p> <p>The Wellbeing people have offered literacy support to EYFS families by providing free books.</p>	<b>Vulnerable groups attendance as of 02.11.18</b>		Pupil Premium (Target:96.7%)	96.5% (46 children)	<b>Vulnerable groups attendance as of 19.12.18</b>		Pupil Premium (Target:95.1%)	95.8% (50 chn) 95.4%	<b>Vulnerable groups attendance as of 14.02.19</b>		Pupil Premium (Target:95.2%)	95.6% (50 chn) 95.4%	<b>Vulnerable groups attendance as of 05.04.19</b>		Pupil Premium (Target:95.1%)	95.6% (56 chn) 93.8%	<b>Vulnerable groups attendance as of 24.05.19</b>		Pupil Premium (Target:95.98%)	95.3% (56 chn) 95.2%	<b>Vulnerable groups attendance as of 19.07.19</b>		Pupil Premium (Target:94.5%)	95% (55 chn) 95%	<p>Provisions to continue. Inclusion lead to look into further support from the Wellbeing people.</p>	<p>£0</p>
<b>Vulnerable groups attendance as of 02.11.18</b>																												
Pupil Premium (Target:96.7%)	96.5% (46 children)																											
<b>Vulnerable groups attendance as of 19.12.18</b>																												
Pupil Premium (Target:95.1%)	95.8% (50 chn) 95.4%																											
<b>Vulnerable groups attendance as of 14.02.19</b>																												
Pupil Premium (Target:95.2%)	95.6% (50 chn) 95.4%																											
<b>Vulnerable groups attendance as of 05.04.19</b>																												
Pupil Premium (Target:95.1%)	95.6% (56 chn) 93.8%																											
<b>Vulnerable groups attendance as of 24.05.19</b>																												
Pupil Premium (Target:95.98%)	95.3% (56 chn) 95.2%																											
<b>Vulnerable groups attendance as of 19.07.19</b>																												
Pupil Premium (Target:94.5%)	95% (55 chn) 95%																											
<p>F) Increased engagement of PP parents in their children's education</p>	<p>FLO to support the school in communicating regularly with PP parents</p> <p>To ensure parents are given two weeks notice for events</p>	<p>FLO and Inclusion lead are on the door every morning, which allows for monitoring of vulnerable families.</p> <p>FLO sends reminders to PP families when there are whole school events or meetings.</p> <p>FLO supports families with transition to secondary school including applications/appeals for Kent Test.</p>	<p>Provision to continue. Registers are taken at events/meetings but ensure FLO receives a copy of these if further contact is needed for PP families.</p>	<p>£0</p>																								

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)