

Masefield Primary School

Reporting to Governors on the use of the Pupil Premium for Pupils 18/19

Total Pupil Premium allocation £85,800

Spend in School £95,125

Summer Term 2018			
Academic			
Intent	Implementation	Cost	Impact
To improve academic aspirations for the more able pupils	The Brilliant Club scholars project 6 week long project of 1 day per week	£960	6 pupils took part in this project – 4 of them were Free School Meals. All pupils achieved the expected standard in writing and 2 pupils achieved greater depth.
To raise attainment and progress for Year 6 pupils	Booster and extra sessions for identified pupils. (AD)	£2000	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average. 85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average. All results are an increase on 2016
To raise attainment and progress for Year 6 pupils	Extra TA to support teaching, learning and small group work in Y6. (DG)	£5239	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average. 85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average. All results are an increase on 2016

<p>To identify pupils gaps in knowledge so that these can be addressed and every pupil can make at least expected progress in every year group.</p>	<p>To review the schools assessment criteria so that gaps can be identified in pupils' knowledge. To ensure that each year group has a consistent number of criteria so that progress can be measured term by term for every pupil.</p>	<p>£2000</p>	<p>Each year group now has 24 assessment criteria for reading and writing. This has enabled progress to be measured and compared more accurately across the year groups. Expected progress for each term has been set to 8 jumps, so those children not making enough progress have been quickly identified and appropriate support put in place. Due to the specific assessment criteria, SEN pupils have been set personalised targets, which are achievable, yet challenging. This has ensured that progress for these children can be measured and challenged where appropriate.</p>
<p>To raise attainment and progress in spelling</p>	<p>OUP Spelling Practice resources</p>	<p>£479</p>	<p>95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 51% of pupils exceed the expected standard in SPAG. This is well above Bolton and National (34%).</p>
<p>To raise attainment and progress in spelling</p>	<p>Spelling Shed</p>	<p>£33</p>	<p>95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 51% of pupils exceed the expected standard in SPAG. This is well above Bolton and National (34%).</p>
<p>To raise attainment in Phonics.</p>	<p>Renewal to Phonics Play</p>	<p>£33</p>	<p>80% of Year 1 children passed the Phonics Screening Check. This is higher than in 2017 (75%) and also in line with Bolton and National. 95% of Year 2 children have passed the Phonics Screening Check. This is higher than in 2017 (71%) and higher than the current Bolton and National figures (82% vs 83%).</p>
<p>To raise attainment in Phonics and maths.</p>	<p>Busy things subscription</p>	<p>£125</p>	<p>80% of Year 1 children passed the Phonics Screening Check. This is higher than in 2017 (75%) and also in line with Bolton and National. 95% of Year 2 children have passed the Phonics Screening Check. This is higher than in 2017 (71%) and higher than the current Bolton and National figures (82% vs 83%).</p> <p>73% of pupils met the expected standard. This is an increase on 2017 (71%). This is in line with Bolton, but slightly lower than National (76%). 20% of pupils</p>

			achieved Greater Depth. This is an 11% increase on 2017 and in line with Bolton and National.
To raise attainment and progress in writing	Literacy Shed	£90	85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 18% of pupils exceeded the expected standard in Writing. This is slightly below Bolton (20%) and National (20%) Average.
To raise attainment and progress in spelling	TT Rock Stars	£86.50	Data on TT Rock Stars shows that pupils are engaging with the resource at home, as well as in school, providing more opportunities for learning. Weekly awards in Good News Assembly show that children's knowledge and recall is developing. Teachers say there is a difference in the children applying their times table learning to other aspects of maths within lessons. Times Tables Tuesdays show improvements in times table scores also.
To increase quality of provision for SEND	SEND resources for pupils	£175	Lesson and small group observations show that pupils with SEND are well supported. The majority of pupils are meeting their individual progress targets.
To accelerate progress in basic skills for identified pupils	TA intervention programmes in order to close the learning gaps for pupils	£5239	Interventions were effective as at least 80% of pupils across the school made expected progress in Reading, at least 70% in Writing and at least 80% in Maths. Pupils who did not make expected progress will continue to be closely monitored and supported moving into the next term.

Speech, Language and Communication

Intent	Implementation	Cost	Impact
To develop pupils vocabulary across the curriculum	Word Aware training that is disseminated to all staff (RR)	£150	All subject coordinators have developed a three tier system of vocabulary in each year group. This is consistently used when teaching subjects.

Social, Emotional and behaviour

Intent	Implementation	Cost	Impact
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To increase pupils' social and communication skills.	Purchase of playground equipment and games to be used at playtime and lunchtime	£105	Lunchtime observations indicate that there are fewer behaviour incidents at lunchtime. Pupils play well together, using appropriate language and turn taking skills. Pupils say that they enjoy playing games and using the equipment.
To increase pupils' awareness of positive relationships.	Healthy Relationships Programme for Year 5 pupils delivered by Fort Alice for 4 afternoon sessions.	£450	Programme leaders and class teachers report an increase in pupil understanding from the beginning to the end of the course. Pupils can explain what constitutes a healthy relationship and what they should do if they ever feel uncomfortable or worried.
To develop pupils understanding of mental health and how they can maintain a healthy brain	The Healthy Mind Project (Talk Away)	£800	Pupils engaged well with the sessions and found out interesting facts about how the mind and brain work. Parents' session was well attended and 100% said they found the brain session informative.
To increase attendance and punctuality for identified pupils.	Attendance Officer and Attendance prizes.	£2000 £125	Attendance for all pupils for 17-18 is 95.9% Attendance for all pupils for 16/17 was 96% There has been a 0.1 dip in attendance, however careful monitoring has ensured that families with low attendance are appropriately supported. Pupils report that they are excited to receive the attendance prizes and that this encourages them to come to school.
To develop pupils social, communication, teamwork and resilience	Commando Joe School led programme	£575	Staff report that the sessions have enabled children to develop their resilience. Observations show that children are more willing to take risks and that they are able to communicate well with each other, through turn taking and listening to instructions. Pupils say that they enjoy the sessions as they are fun and have lots of exciting problems to solve.
To increase Year 5 & Year 6 pupil responsibility.	Peer Mentoring training for Y5& Y6 pupils Summer 2018	£1000	Peer mentors have been trained in Y5 & Y6. Both year groups have supported pupils at lunchtimes and taken their responsibility seriously.
To improve pupils motivation to learn and attitudes to learning.	Behaviour rewards inc stickers and certificates	£216	Pupils say that they are proud to receive their awards in Good News Assembly. Parents report that they enjoy coming to watch their children be presented with these awards. There are very few incidents of challenging behaviour in school. This type of behaviour is managed

			well through targeted support and use of the motivational resources.
To develop identified pupil's social skills at vulnerable times within the school day.	Additional TA support for pupils with social and emotional needs	£1404	Identified pupils have been allocated a key worker. They know that they are able to approach this member of staff at any pint during the day if they are feeling vulnerable. Staff also ensure that they make contact with the children at regular intervals. This communication, along with the use of social stories, has enabled these pupils to experience successful lunchtimes and fewer behaviour incidents have been recorded.
To support identified pupils, families and school in managing and improving behaviour.	Behaviour Support SLA	£1167	Parents and staff report that they are feeling more equipped to support children with managing and improving their behaviour. Observations of pupils followed by meetings with staff and parents have proven to be successful in providing effective strategies for both at home and school.
To support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils.	Educational Psychology SLA	£880	Observations, cognitive assessments and meetings with parents/class teacher/SENCO have taken place for three pupils. Strategies were shared for improving provision within the learning environment, as well as how to differentiate accordingly to effectively support their learning. Two of these pupils are now in receipt of an EHCP. Once has since left school.
Enrichment Activities/Raising Aspiration			
Intent	Implementation	Cost	Impact
To increase pupils experiences, participation and vocabulary.	M&M Productions The Railway Children	£799	These theatre companies gained pupils attention and interests and many said that they had never experienced watching a show or a pantomime before.
Identified pupils learning to play a musical instrument	Identified pupils learning to play the clarinet. Specialist teacher Mike McKend (Bolton Music Service)	£547	Pupils feel valued and increased self-worth. All pupils have developed in skills and levels. Pupils would not have been able to take part in this extra-curricular activity and develop their talent. 28 pupils have engaged

			in instrument tuition. This has increased from the previous year.
All year 3 pupils learning to play the recorder	Mike McKend teaching all Year 3 pupils once a week to play the recorder.	£729	100% of Y3 pupils have achieved the Arts Award and have increased their musical skills. 20% of these pupils will move on to learning to play the clarinet next year.
Staff CPD to raise pupil achievement			
Intent	Implementation	Cost	Impact
To develop leadership knowledge, skills and understanding, so that staff can be supported in raising attainment in Reading.	NPQSL course for RA. The project was a focus on raising attainment in reading.	£1200	80% of Year 1 children passed the Phonics Screening Check. This is higher than in 2017 (75%) and also in line with Bolton and National. 95% of Year 2 children have passed the Phonics Screening Check. This is higher than in 2017 (71%) and higher than the current Bolton and National figures (82% vs 83%). 68% of pupils met the expected standard. This is an increase on 2017 (62%) but still below Bolton and National (73% vs 75%). 13% of pupils achieved Greater Depth.
Parental engagement and support			
Intent	Implementation	Cost	Impact
To raise parental aspiration for their children.	Luke Askew to speak at Presentation Evening. The topic was using our talents and believing and achieving possibilities.	£700	Parents reported that the presentation was both interesting and informative and that they were keen for their children to continue to be provided with ample opportunities to achieve their goals. Staff and pupils report that the presentation was both engaging and motivational.
To celebrate pupils achievements with their parents.	Presentation Awards for Presentation afternoon and evening sessions	£1000	Awards were presented for various aspects of the curriculum, not solely focusing on Maths and English. This gave an opportunity to celebrate a variety of achievements and enable parents to share in the successes of their children. Parents report being proud of what their children achieved as well as stating that it was good to see the whole child being celebrated, focusing on progress and effort, not just attainment.

To motivate pupils to read and engage with stories and books with their parents.	To replenish and add too story sack collection for EYFS pupils	£200	The majority of EYFS parents said that the story sacks supported them with their child's learning to read.
To support parents with pupils who have been identified with SEND/Behaviour issues	A coffee morning to offer support for parents with children identified with additional needs. SENCO to attend and offer information and support.	£350	Parents reported that the Coffee Morning offered a network of support as it gave them an opportunity to speak to other parents of SEN children. Here they were able to share experiences and also offer each other advice. The SENCO was also able to share up to date information with parents regarding where they can get support from and how their children are currently supported in school.
To support parents in their children's learning	After assembly workshops and information sessions on phonics, SATs and starting school.	£500	Parental surveys state that 95% of parents feel supported by the school and are equipped to support their children's learning.

Autumn Term 2018

Academic

Intent	Implementation	Cost	Impact
To raise attainment and progress for Year 6 pupils	Extra teacher in place every morning for Year 6 pupils. Allowing smaller classes for the teaching of English, Maths, SPAG and writing.	£7535	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average. 85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average. All results are an increase on 2016
To raise attainment and progress for Year 6 pupils	Extra TA to support teaching, learning and small group work in Y6.	£5239	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average.

			<p>85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average.</p> <p>95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average.</p> <p>90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average.</p> <p>All results are an increase on 2016</p>
To raise attainment and progress in spelling	Spelling Shed	£33	<p>95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average.</p> <p>51% of pupils exceed the expected standard in SPAG. This is well above Bolton and National (34%).</p>
To raise attainment in Phonics and maths.	Busy things subscription	£125	<p>At the end of the Autumn Term, 71% of Year 1 Pupils were working at Age Related Expectations in Maths. 55% of Year 2 pupils were working at Age Related Expectations and a further 28% were working within the expected age phase.</p> <p>At the end of the Autumn Term, 50% of Year 1 pupils were already at the required standard for Phonics. 83% of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets.</p>
To raise attainment in Phonics.	Renewal to Phonics Play	£33	<p>At the end of the Autumn Term, 50% of Year 1 pupils were already at the required standard for Phonics. 83% of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets.</p>
To raise attainment and progress for Year 5 pupils	Extra teacher in place full time for Year 5 pupils. Allowing for smaller classes.	£7906	<p>Lesson observations show that pupils have settled well into classes and built positive relationships with staff. There has been increased confidence and participation due to smaller group sizes. Data shows that this is now beginning to have a positive impact upon progress.</p>
To raise attainment and progress in maths and SPAG.	Purchase LBQ tablets	£2200	<p>95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average.</p> <p>51% of pupils exceed the expected standard in SPAG. This is well above Bolton and National (34%).</p> <p>90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average.</p>

			26% of pupils exceed the expected standard in Maths. This is well above Bolton and National (24%).
To improve pupils speech and communication and writing skills	Matilda Project with Royal Shakespeare Company	£1020	Teachers say that the children grew in confidence as a result. The project was an opportunity for all pupils to perform and through this children were identified as having particular skills that may not have been identified if it wasn't for this project. Children became more engaged in their writing as they saw that it had a clear purpose, being linked to their performance.
Speech, Language and Communication			
Intent	Implementation	Cost	Impact
To develop pupils vocabulary across the curriculum	Word Aware training that is disseminated to all staff	£1000	All subject coordinators have developed a three tier system of vocabulary in each year group. This is consistently used when teaching subjects.
Social, Emotional and behaviour			
Intent	Implementation	Cost	Impact
To support pupils emotional needs in order for them to access learning.	School accessed a school counsellor for identified pupils,	£1580	This term 4 pupils have accessed the schools counselling service and evaluations show positive outcomes for all the pupils involved. The school counsellor knows the vulnerable pupils well and gives them strategies to cope in different situations. Sometimes it is necessary for some pupils to revisit the counsellor.
To increase attendance and punctuality for identified pupils.	Attendance Officer and Attendance prizes.	£2000 £125	Autumn Term 17 Attendance 96% Spring Term 18 Attendance 96% The Head of School continues to monitor attendance weekly and support any identified families as appropriate.
To develop pupils social, communication, teamwork and resilience	Commando Joe School led programme	£575	Staff report that the sessions have enabled children to develop their resilience. Observations show that children are more willing to take risks and that they are able to communicate well with each other, through turn taking and listening to instructions. Pupils say that they

			enjoy the sessions as they are fun and have lots of exciting problems to solve.
To develop identified pupil's social skills at vulnerable times within the school day.	Additional TA support for pupils with social and emotional needs	£1300	Vulnerable pupils have been allocated a Key Worker (TA). TAs received training from the Head of School on how to support their identified children. Since this has been in place, there has been a reduction in incidents at the most vulnerable times of the school day.
To support identified pupils, families and school in managing and improving behaviour.	Behaviour Support SLA	£1167	BSS have supported identified families and staff through observations of specific pupils. The feedback given based on these observations has enabled children to be well supported at home and at school. This has led to an improvement in behaviour.
To support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils.	Educational Psychology SLA	£880	4 Children have received support from the Educational Psychologist this term. 1 x panel report was written and this child now has an EHCP. 2 x Cognitive assessments and consultations were carried out. This provided valuable information for staff and parents so that appropriate support for the children could be put in place. 1 x Dyslexia Assessment and Review of the Dyslexia Pathway, resulting in a diagnosis of Dyslexia. Advice was given to staff and parents and has been implemented appropriately to support this child.

Enrichment Activities/Raising Aspiration

Intent	Implementation	Cost	Impact
Identified pupils learning to play a musical instrument	Identified pupils learning to play the clarinet. Specialist teacher Mike McKend (Bolton Music Service)	£547	Pupils feel valued and increased self-worth. All pupils have developed in skills and levels. Pupils would not have been able to take part in this extra-curricular activity and develop their talent. 28 pupils have engaged in instrument tuition. This has increased from the previous year.
All year 3 pupils learning to play the recorder	Mike McKend teaching all Year 3 pupils once a week to play the recorder.	£729	100% of Y3 pupils have achieved the Arts Award and have increased their musical skills. 20% of these pupils will move on to learning to play the clarinet next year.

Staff CPD to raise pupil achievement			
Intent	Implementation	Cost	Impact
To raise pupil attainment and progress in phonics	Triads. Year group teachers to plan, observe, evaluate and coach each other in order to improve the quality of teaching and learning.	£1500	Staff report that they feel more confident and stated that the observations gave them opportunities to reflect upon their own practice, as well as gain additional ideas from observing colleagues. At the end of the Autumn Term, 50% of Year 1 pupils were already at the required standard for Phonics. 83% of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets.
Parental engagement and support			
Intent	Implementation	Cost	Impact
To support parents in their children's learning	After assembly workshops and information sessions on phonics, SATs and starting school.	£500	Parental surveys state that 95% of parents feel supported by the school and are equipped to support their children's learning.
To support parents with pupils who have been identified with SEND/Behaviour issues	A coffee morning to offer support for parents with children identified with additional needs. SENCO to attend and offer information and support.	£350	Parents reported that the Coffee Morning offered a network of support as it gave them an opportunity to speak to other parents of SEN children. Here they were able to share experiences and also offer each other advice. The SENCO was also able to share up to date information with parents regarding where they can get support from and how their children are currently supported in school.
To enable parents to contribute to the assessment and see their child's ongoing development and learning.	Tapestry.	£70.50	The majority of Nursery and Reception parents have activated their accounts. Parents share learning from home and report that they enjoy having regular access to their child's learning and development – particularly those parents who find it difficult to attend parent meetings/stay and play sessions or those that cannot regularly pick up/drop off due to work commitments.

Spring Term 2019
Academic

Intent	Implementation	Cost	Impact
To raise attainment and progress for Year 6 pupils	Extra teacher in place every morning for Year 6 pupils. Allowing smaller classes for the teaching of English, Maths, SPAG and writing.	£7535	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average. 85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average. All results are an increase on 2016
To raise attainment and progress for Year 6 pupils	Extra TA to support teaching, learning and small group work in Y6.	£5239	87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average. 85% of pupils met the expected standard in Writing. This is above Bolton (78%) and National (79%) Average. 95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 90% of pupils met the expected standard in Maths. This is above Bolton (76%) and National (76%) Average. All results are an increase on 2016
To raise attainment and progress for Year 5 pupils	Extra teacher in place full time for Year 5 pupils. Allowing for smaller classes.	£7906	Spring Term data for Year 5 shows the following: Reading: 71% ARE, 95% expected progress, 88% more than expected progress. Writing: 67% ARE, 80% expected progress, 67% more than expected progress. Maths: 71% ARE, 93% expected progress, 88% more than expected progress.
To raise attainment and progress in spelling	Spelling Shed	£33	95% of pupils met the expected standard in SPAG. This is above Bolton (78%) and National (78%) Average. 51% of pupils exceed the expected standard in SPAG. This is well above Bolton and National (34%).
To raise attainment in Phonics.	Renewal to Phonics Play	£33	At the end of the Spring Term, 71% of Year 1 pupils were already at the required standard for Phonics. 90%

			of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets.
To raise attainment in Phonics and maths.	Busy things subscription	£125	At the end of the Spring Term, 71% of Year 1 pupils were already at the required standard for Phonics. 90% of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets. At the end of the Spring Term, 71% of pupils were at ARE for Maths and 80% of Year 2 pupils were working within the required standard.

Speech language and communication

Intent	Implementation	Cost	Impact
To improve speaking and listening	Talking Homework		Speaking and listening is an integral part of the reading process. Each class has guided reading sessions every day. At the end of KS2, reading results were: 87% of pupils met the expected standard in Reading. This is above Bolton (73%) and National (75%) Average.

Social, Emotional and behaviour

Intent	Implementation	Cost	Impact
To support pupils emotional needs in order for them to access learning.	School accessed a school counsellor for identified pupils.	£450	This term 2 pupils have accessed the schools counselling service and evaluations show positive outcomes for all the pupils involved. The school counsellor knows the vulnerable pupils well and gives them strategies to cope in different situations. Sometimes it is necessary for some pupils to revisit the counsellor.
To increase attendance and punctuality for identified pupils.	Attendance Officer and Attendance prizes.	£100	Autumn-Spring Term 18-19 Attendance – 95.8% Autumn-Spring Term 17-18 Attendance – 96.2% There has been a slight dip in attendance, however careful monitoring has ensured that families with low attendance are appropriately supported. Pupils report

			that they are excited to receive the attendance prizes and that this encourages them to come to school.
To develop pupils social, communication, teamwork and resilience	Commando Joe School led programme	£575	Staff report that the sessions have enabled children to develop their resilience. Observations show that children are more willing to take risks and that they are able to communicate well with each other, through turn taking and listening to instructions. Pupils say that they enjoy the sessions as they are fun and have lots of exciting problems to solve.
To develop identified pupil's social skills at vulnerable times within the school day.	Additional TA support for pupils with social and emotional needs	£1316	Vulnerable pupils continue to work closely with their Key Worker (TA). There continues to be a reduction in incidents at the most vulnerable times of the school day.
To support identified pupils, families and school in managing and improving behaviour.	Behaviour Support SLA	£1167	2 x families are being supported with home visits and parents report that this is helping them to manage behaviour more effectively at home. 1 x family are also in receipt of bespoke Triple P training, which takes place in school.
To support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils.	Educational Psychology SLA	£880	1 child has been assessed this term. Meetings have also taken place with parents and a report has been written for the child's EHCP application.
Enrichment Activities/Raising Aspiration			
Intent	Implementation	Cost	Impact
Identified pupils learning to play a musical instrument	Identified pupils learning to play the clarinet. Specialist teacher Mike McKend (Bolton Music Service)	£547	Pupils feel valued and increased self-worth. All pupils have developed in skills and levels. Pupils would not have been able to take part in this extra-curricular activity and develop their talent. 28 pupils have engaged in instrument tuition. This has increased from the previous year.
All year 3 pupils learning to play the recorder	Mike McKend teaching all Year 3 pupils once a week to play the recorder.	£729	100% of Y3 pupils have achieved the Arts Award and have increased their musical skills. 20% of these pupils will move on to learning to play the clarinet next year.

Staff CPD to raise pupil achievement			
Intent	Implementation	Cost	Impact
To raise pupil attainment and progress in phonics	Triads. Year group teachers to plan, observe, evaluate and coach each other in order to improve the quality of teaching and learning.	£1500	At the end of the Spring Term, 71% of Year 1 pupils were already at the required standard for Phonics. 90% of Year 2 pupils were at the required standard. Both year groups are on track to meet end of year targets. Triad planning, observations continued to provide opportunities for staff to reflect up on their own, as well as evaluate each others' practices.
To support pupils with social, emotional and mental health difficulties,	The Head of School has been trained as the Designated Leader for Mental Health in school.	£450	Policies are in place so that staff are aware of the procedures and resources available to support children who may be experiencing SEMH difficulties.
Parental engagement and support			
Intent	Implementation	Cost	Impact
To support parents in their children's learning	After assembly workshops and information sessions on phonics, SATs and starting school.	£500	Parental surveys state that 95% of parents feel supported by the school and are equipped to support their children's learning.
To support parents with pupils who have been identified with SEND/Behaviour issues	A coffee morning to offer support for parents with children identified with additional needs. SENCO to attend and offer information and support.	£350	Parents reported that the Coffee Morning offered a network of support as it gave them an opportunity to speak to other parents of SEN children. Here they were able to share experiences and also offer each other advice. The SENCO was also able to share up to date information with parents regarding where they can get support from and how their children are currently supported in school.
To enable parents to contribute to the assessment and see their child's ongoing development and learning.	Tapestry.	£70.50	The majority of Nursery and Reception parents have activated their accounts. Parents share learning from home and report that they enjoy having regular access to their child's learning and development – particularly those parents who find it difficult to attend parent meetings/stay and play sessions or those that cannot regularly pick up/drop off due to work commitments.

