



Pupil Premium Evaluation of Spending for 2018/19

PUPIL PREMIUM SPEND 2018 – 2019: £143,880			
INITIATIVE	COSTINGS	DETAILS	EXPECTED OUTCOMES
"Every Child A Reader" Intervention Programme (delivered by Mrs L Anderson)	£22,473	Specialist Teacher to deliver an individual Reading Programme (for up to 20 weeks) for a minimum of 12 children in KS1, providing intensive support for pupils with reading (<u>and</u> developing the children's confidence and ability to form letters correctly, spell an increasing number of high/medium frequency words and to write to the expected standard by the end of KS1).	<p>To diminish the difference between the number of disadvantaged children working at the expected standard in Reading (at the end of Year 1 and Year 2); when compared with the number of non-disadvantaged pupils and all pupils working at the expected standard.</p>
<p>Evaluation: During 2018/19, 12 children completed the ECaR programme – and a further 7 children started the programme during the Summer Term.</p> <p>Of the 12 children, 6 children (50%) were in Year 1* and 6 children (50%) were in Year 2**.</p> <p>*In this cohort, there are 29 pupils (plus one child who is new to the UK with no prior school data). 20 children (69%) are categorised as disadvantaged (and entitled to pupil premium funding). Of these 20 pupils, 4 children (20%) achieved a good level of development – compared with 5 children (56%) of the non-disadvantaged pupils. Focusing specifically on ELG09 (Reading), 4 children (20%) of the disadvantaged pupils achieved the expected standard – compared to 6 children (67%) of non-disadvantaged pupils. At the end of Year 1, 8 children (40%) of the disadvantaged children achieved the expected standard in reading – an increase of 20% - compared to 6 children (67%) of non-disadvantaged pupils. Therefore the pupil premium gap diminished by 6.2% (closing from -14.5% in 2017/18 to -8.3% in 2018/19).</p> <p>**In this cohort, there are 30 pupils. 19 children (63%) are categorised as disadvantaged (and entitled to pupil premium funding). Of these 19 pupils, 5 children (26%) were assessed as working at the expected standard in Year 1 Phonics Screening Check <u>and</u> at the expected standard for Reading – compared with 5 children (45%) of non-disadvantaged pupils. At the end of Year 2, 7 children (37%) of disadvantaged children achieved the expected standard in reading at the end of KS1 - an increase of 10.5% - compared to 6 children (55%) of non-disadvantaged pupils. Therefore the pupil premium gap diminished slightly by 1.5% (closing from 10.5% in 2017/18 to 9.0% on 2018/19) - but this is less than one child. However, of the extra 3 children who are now reading at the expected standard, 2 children (67%) are disadvantaged pupils showing that proportionately the disadvantaged pupils are benefiting from the extra reading intervention.</p> <p>Total Cost of ECaR Intervention programme: £18,212.18</p>			
Additional TA in Reception	£18,405	An additional adult in the Reception class supports the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in reception every day allows the children to work with their key worker every day; and for each key worker to be responsible for a maximum of 10 pupils. Children are supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups.	<p>The percentage of children achieving GLD at the end of EYFS more closely matches the Halton (and national) average year on year; with the gap between the number of disadvantaged pupils on track to achieve each Early Learning Goal diminishing throughout the year.</p>

Evaluation:

From a cohort of 30 pupils, 67% (20 children) achieved a good level of development (GLD) in 2018/19 – this was just 5.1% below the national average (compared with being 31.5% below the national average the previous year). The school’s GLD percentage has increased by 26.7% from 40.0% in 2017/18 – which is equivalent to 8 more children achieving GLD in 2018/19 compared to 2017/18 – so the gap to national and Halton has diminished.

Out of the 30 children, 30% (9 children) are categorised as disadvantaged. Of these 9 children, 0 children (0%) were on track to achieve GLD on entry (September 2018) and only 22% (2 children) were on track at the start of the Spring Term. However, 56% (5 children) achieved GLD at the End of EYFS. *This compares with 2 out of 21 children (10%) of non-disadvantaged pupils being assessed as being on track to achieve GLD on entry (September 2018) and 29% (6 children) on track at the start on the Spring Term. However, 71% (15 children) of the non-disadvantaged pupils in this cohort achieved GLD at the End of EYFS.* This shows that the pupil premium gap widened slightly from -6.7% (Autumn) to -4.5% (Spring) to -11.1% (Summer) during the course of the year. However, from such a low starting point – and the low number of disadvantaged pupils in the cohort (whereby each disadvantaged pupil is equivalent to 11.1% compared to each non-disadvantaged pupil that is equivalent to 4.8%) – the gap in attainment for this cohort has been kept relatively small. Furthermore, the number of pupils who achieved GLD increased by 55.6% amongst the group of disadvantaged pupils (compared with an increase of 61.9% amongst the group of disadvantaged pupils) in this cohort. This is equivalent to -0.6 children) and so represents largely equivalent progress.

Total Cost of Additional TA in Reception = £18,970.51

Staffing Structure (including the role of Phase Leaders to ‘drive’ standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups).	£8,250 £131,312	Three TLR2s to be awarded to staff who have an overview of all pupils within their respective key stage – and to ensure that resources are effectively targeted at diminishing the difference between the relative attainment of disadvantaged pupils when compared with all pupils in the same cohort. An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. <i>This ‘structure’ also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership & Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.</i>	The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (i) individually and (ii) combined - and are able to demonstrate this in age-standardised tests at the end of the academic year - increases throughout the year.
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Evaluation:

During 2018/19, the Phase Leaders were deployed in Year R, Year 2, Year 4 and Year 6. The table below shows the relative attainment of the pupils, from the start of the academic year to the end of the academic year, in the national curriculum year groups:

Year 2				Year 4*				Year 6**			
	September 2018	July 2019	Progress		September 2018	July 2019	Progress		September 2018	July 2019	Progress
Cohort	26	27	(+1)	Cohort	30	29	(-3, +2)	Cohort	30	30	=
PP	15	16	(+1)	PP	23	20	(-3)	PP	18	18	=
Non PP	11	11	=	Non PP	7	9	(+2)	Non PP	12	12	=
Reading (EXP+)				Reading (EXP+)				Reading (EXP+)			
PP	26.7% (4)	37.5% (6)	+10.8%	PP	39.1% (9)	55.0% (11)	+15.9%	PP	38.9% (7)	50.0% (9)	+11.1%
Non PP	45.5% (5)	63.6% (7)	+18.1%	Non PP	28.6% (2)	77.8% (7)	+49.2%	Non PP	66.7% (8)	58.3% (7)	-8.4%
All pupils	34.6% (9)	48.1% (13)	+13.5%	All pupils	36.7% (11)	62.1% (18)	+25.4%	All pupils	50.0% (15)	53.3% (16)	+3.3%
Gap	-7.9%	-10.6%	widened by 2.7% (0.7 children)	Gap	+2.4%	-7.1%	widened by 9.5% (2.8 children)	Gap	-11.1%	-3.3%	diminished by 7.8% (2.3 children)

Writing (EXP+)				Writing (EXP+)				Writing (EXP+)			
PP	6.7% (1)	37.5% (6)	+30.8%	PP	39.1% (9)	40.0 (8)	+0.9%	PP	33.3% (6)	66.7% (12)	+33.4%
Non PP	45.5% (5)	63.6% (7)	+18.1%	Non PP	71.4% (5)	66.7% (6)	-4.7%	Non PP	41.7% (5)	75.0% (9)	+33.3%
All pupils	23.1%(6)	48.1% (13)	+25.0%	All Pupils	46.7% (14)	48.3% (14)	+1.6%	All pupils	36.7% (11)	70.0% (21)	+33.3%
Gap	-16.4%	-10.6%	diminished by 5.8% (1.6 children)	Gap	-7.6%	-8.3%	widened by 0.7% (0.2 children)	Gap	-3.4%	-3.3%	Gap has remained the same (-0.1%) (0.0 children)
Mathematics (EXP+)				Mathematics (EXP+)				Mathematics (EXP+)			
PP	20.0% (3)	18.7% (3)	-1.3%	PP	34.8% (8)	50.0% (10)	+13.6%	PP	55.6% (10)	50.0% (9)	-5.6%
Non PP	18.2% (2)	63.6% (7)	+45.4%	Non PP	57.1% (4)	55.6% (5)	-1.5%	Non PP	66.7% (8)	66.7% (8)	0.0%
All pupils	19.2% (5)	37.0% (10)	+17.8%	All pupils	40.0% (12)	51.7% (15)	+	All pupils	60.0% (18)	56.7% (17)	-
Gap	+0.8%	-18.3%	widened by 19.1% (5.2 children)	Gap	-5.2%	-1.7%	diminished by 3.5% (1.0 children)	Gap	-4.4%	-6.7%	Widened by 2.3% (0.7 children)
RWM Combined (EXP+)				RWM Combined (EXP+)				RWM Combined (EXP+)			
PP	6.7% (1)	18.7% (3)	+12.0%	PP	21.7% (5)	25.0% (5)	+3.3%	PP	33.3% (6)	44.4% (8)	+11.1%
Non PP	18.2% (2)	54.5% (6)	+36.3%	Non PP	14.3% (1)	44.4% (4)	+30.1%	Non PP	33.3% (4)	50.0% (6)	+16.7%
All pupils	11.5% (3)	33.3% (9)	+21.8%	All pupils	20.0% (6)	31.0% (9)	+11.0%	All pupils	33.3% (10)	46.7% (14)	+13.4%
Gap	-4.8%	-14.6%	widened by 9.8% (2.6 children)	Gap	+1.7%	-6.0%	widened by 8.7% (2.5 children)	Gap	0.0%	-2.3%	widened by 2.3% (0.7 children)

Across the three year groups there are 54 pupils who are categorised as disadvantaged and eligible for pupil premium (out of 95 pupils) = 56.8%

Within the new assessment framework, remaining on track to achieve the expected standard is a strong indication that a child is making good progress. With the sole exception of one disadvantaged child in Year 6 for mathematics (who narrowly missed out on achieving the expected standard in the KS2 Maths Test), all of the disadvantaged pupils who were assessed as achieving the expected standard at the end of the previous year were also assessed to have made good progress at the end of the academic year. Furthermore, collectively (out of all of the disadvantaged pupils), SIX children made accelerated progress in Reading, TEN in writing and ONE in mathematics. As a result, a greater proportion of our disadvantaged pupils are now working at the expected 'age-related' standard; with an extra FOUR disadvantaged pupils now achieving the expected standard in all three subjects (Reading, Writing & Mathematics Combined).

**Mobility needs to be factored in when analysing this set of data; as three disadvantaged pupils left the cohort, during the course of the year, and two non-disadvantaged pupils joined the cohort.*

***Long term absence of the extra teacher in UKS2 (for 3 months) during the academic year needs to be considered when analysing and interpreting this set of data.*

Total Cost of TLR2 payments and additional teacher in each phase (KS1, LKS2 and UKS2) = £128,980.41

Furthermore, to help ensure good progress in Mathematics (Year 6), six children were identified to receive 1:1 online weekly tutorials from January 2019. Two terms of tuition for the six disadvantaged pupils, which took place in school (at the end of the school day) cost **£1095.00** (Third Space Learning). *The final weeks of the Summer Term were used to narrow the gap and support disadvantaged pupils in Year 5 at risk of not achieving age-related expectations.*

Total Cost of Third Space Learning (1:1 Online Tuition for Mathematics) = £1095.00

Breakfast Club	£6,777	<p>To provide a Breakfast Club for up to 30 children – which is free to (i) families being supported by a Common Assessment Framework (CAF), (ii) families whose children are identified as being a Child In Need (CIN), placed on Child Protection (CP) or a Child In Care (CIC), (iii) the focus of targeted intervention by their teacher(s) for reading, writing, phonics and/or maths, and (iv) families who are experiencing ‘difficulties’ at any time.</p> <p>The aim of the breakfast club is primarily to alleviate pressures on these families, improve attendance and punctuality of children at risk of underachieving, to cater for the social and emotional needs of the most vulnerable pupils at our school (as well as supporting vulnerable families in times of most need) and to ensure all pupils – regardless of their background – start the school day on an ‘even footing’ (well fed, alert and ready to learn). <i>Additional opportunities for support with reading and homework, social interaction, peer mentoring, opportunities for play and language development, and to access targeted interventions also form a key component of our school run Breakfast Club.</i></p>	Behaviour for learning amongst our most vulnerable pupils remains high (or steadily improves during the course of the school year).
<p>Evaluation: A significant number of children (and families) make use of our Breakfast Club, which we have been able to provide free of charge to more families following the school’s successful application to have <i>Magic Breakfast</i> at our school. Breakfast Club does enable some of our disadvantaged pupils to have a consistent and calm start to the school day, be provided with a healthy and substantial breakfast, and engage in purposeful and pleasurable activities before the school day starts (so they arrive at morning registration on time). Registers indicating which pupils pay (P) or are accessing the provision free (F) are maintain each week by the Breakfast Club Supervisor. These are reviewed by the Headteacher and Assistant Headteacher (Designated Safeguarding Lead) and pupils who may benefit from accessing Breakfast Club free of charge are identified during Pupil Progress Meetings and when a review of Attendance takes place each term.</p> <p>Total Cost of Breakfast Club = NIL (due to Magic Breakfast Grant). Otherwise the cost to the school would have been £1331.88</p> <p>Equipment & Resources = £1053.18 Food = £839.70 Catering = £1049.40 Salaries = £4792.52 TOTAL EXPENDITURE = £7734.80</p> <p>Magic Breakfast Grant = -£2500 Income = -£4112.92 PEP = -£2290 TOTAL INCOME = £8902.92</p>			
Whole School Training – Mastery Curriculum (Mathematics): - Teaching Mastery Programme (Lead Teachers: Mrs Burge & Miss Cosgrove); - Outstanding Mathematics Teaching	£2,100	<p>Focused training (CPD) to raise the quality of teaching and learning of mathematics throughout the school – in addition to being a part of The Teaching Mastery Programme (which is provided at no cost to the school).</p> <p>The additional training will ensure that the impact and effectiveness of</p>	The number of children at the expected standard (EXS+) and greater depth in the standard (GDS) in Mathematics increases; and the gap between the relative attainment of

Programme – 2 x £700 – Miss Cosgrove and Miss Eustace; - Intervention In A Mastery Context - £400 – Mrs Sproston and Mrs Urmson; - I Can Calculate (for EYFS and Year 1) – Mrs Moss and Miss Eustace - EYFS Developing Mathematical Fluency Project - £300 – Mrs Moss, Mrs Bowen & Miss Roberts		Mathematics lessons – Quality of Teaching & Learning in all year groups – continues to rise throughout the school year; and the outcomes for pupils (attainment and progress) increases.	our disadvantaged pupils – when compared with all pupils in their cohort – diminishes throughout the year.
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Evaluation:

All of the Teaching for Mastery (Mathematics) Training that was planned to take place during 2018/19 (detailed above) was undertaken. However, the vast majority of the training was spaced out over the course of the school year – and so did not conclude until the Summer Term. Therefore, the impact of the training is difficult to measure – the true impact will be most evident from September 2019 onwards (during the academic year 2019/20).

September 2019 (Baseline):

Pupils working at the expected standard in Maths	Year R Cohort = 29	Year 1 Cohort = 30*	Year 2 Cohort = 29*	Year 3 Cohort = 30	Year 4 Cohort = 30	Year 5 Cohort = 29	Year 6 Cohort = 29
PP	20.0% (3)	66.7% (6)	47.4% (9)	21.1% (4)	60.0% (9)	46.2% (6)	42.9% (6)
Non PP	35.7% (5)	71.4% (15)	80.0% (8)	63.6% (7)	66.7% (10)	55.6% (9)	73.3% (11)
All pupils	27.6% (8)	70.0% (21)	58.6% (17)	36.7% (11)	63.3% (19)	51.7% (15)	58.6%(17)
Gap	-7.6%	-3.3%	-11.2%	-15.6%	-3.3%	-5.5%	-15.7%

*Data does not include data for pupils who arrived at our school from another country (with no prior academic data).

Total Cost of all Teaching for Mastery (Mathematics) Training = £2,100

Following an evaluation of the quality of teaching and learning in mathematics – and an analysis of the outcomes in mathematics at the end of each key stage – it was agreed to make use of the Match Funding Available through the NW3 Maths Hub to purchase a scheme of work (Power Maths). This will be implemented from Year 1 to Year 6 from September 2019.

Total Cost of purchase of Power Maths textbooks (and online access) = £1867.89 (minus £919.96 Match Funding) = £947.93

Whole School Training – SEMH, Attachment Theory, Nurture Principles and Pivotal Education (Behaviour) Training	£3,000	All staff to access training to better understand and support children with social, emotional and mental health (SEMH) difficulties and who exhibit challenging behaviour in school.	Behaviour for Learning increases throughout the school year – with a decreasing percentage of lessons adversely affected by pupils' poor behaviour. This will be combined with a reduction in the number of children placed on RELUCTANT, issued lunchtime detentions and receiving fixed term exclusions (as a consequence of their behaviour in school).
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Evaluation:

All of the staff received 'What Is Behaviour?' and 'How To Manage Challenging Behaviour' training from Halton's Educational Psychology Service in December 2018 and February 2019. This was supplemented with a whole school behaviour review and adaptations to the school's Behaviour Policy (integrating many of the key messages in Paul Dix's book *When The Adult Changes: Everything Changes*).

The number of stamps earned by the pupils each term was as follows:

	Autumn Term 2018	Spring Term 2019	Summer Term 2019
All Pupils	86%	91%	90%
Pupil Premium Pupils	81%	89%	90%
Gap	-5%	-2%	0%

This shows that while the number of stamps earned for demonstrating a committed attitude to their learning (rather than being compliant or reluctant learners) has increased for all pupils, from the start of the school year. Furthermore, the gap between the disadvantaged and non-disadvantaged pupils has diminished term on term; with the disadvantaged pupils now behaving at the same level/standard as our non-disadvantaged pupils. *There has also been a significant decline in the number of children achieving less than five stamps in any one week since the beginning of the Spring Term.*

This has been achieved through Golden Activities and a variety of Rewards (including the introduction of Recognition Boards), in addition to the planned training. Pupil Voice (July 2019) – which was completed in small groups rather than with the whole school – revealed that the children feel that behaviour has improved this year, but that some children are still 'naughty' and 'don't follow the rules'. The children stated that the new school rules (Ready, Respectful, Safe) are clear to understand and all of the children asked were able to state what the new school rules were and what that might look like in the classroom as well as on the playground.

Total Cost of Behaviour Support and Training = £237.50

Total Cost of Rewards = Golden Activities (£103.76 (Autumn); £60.26 (Spring); £295.17 (Summer)); Treasure Box (£125); Hot Chocolate Friday (£36.06); Books (£171.10) ; Attendance & Behaviour (£373.57) = £1164.92

Family Learning – targeted at families of children in EYFS and KS1	£500	Incentives to encourage the parents/carers of our most vulnerable and disadvantaged pupils to attend Family Learning Events planned throughout the school year. By offering refreshments – as the cost of the training is free to the school – we believe we will have a greater uptake in the family learning events; which will enable our parents to better support their child(ren) with reading, writing and mathematics at home.	The engagement of parents/carers of our disadvantaged pupils in adult learning workshops and activities increases throughout the school year; and these parents then feel better able to support their child(ren) with their learning at home.
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Evaluation:

The school hosted the following Family Learning events:

- Tues 6 Nov: 9:00am to 11:00am – Family Learning: FUN WITH READING (Part 1 of 2) – for parents and carers of children in all year groups
- Tues 13 Nov: 9:00am to 11:00am – Family Learning: FUN WITH READING (Part 2 of 2) – for parents and carers of children in all year groups
- Wed 14 Nov: 9:00am to 11:00am – Family Learning: EARLY YEARS FOUNDATION STAGE (Part 1 or 2) – for parents and carers of children in Year R (or who have children of pre-school age)
- Thurs 15 Nov: 9:00am to 10:30am – KS1 Family Learning Science Workshop
- Tues 20 Nov: 9:00am to 11:00am – Family Learning: FUN WITH PHONICS (Part 1 of 2) – for parents and carers of children in Year R, Year 1, Year 2 and Year 3
- Wed 21 Nov: 9:00am to 11:00am – Family Learning: EARLY YEARS FOUNDATION STAGE (Part 2 or 2) – for parents and carers of children in Year R (or who have children of pre-school age)

- Tues 27 Nov: 9:00am to 11:00am – Family Learning: FUN WITH PHONICS (Part 2 of 2) – for parents and carers of children in Year R, Year 1, Year 2 and Year 3
- Wed 28 Nov: 9:00am to 11:00am – Family Learning: FUN WITH NUMBER (Part 1 of 2) – for parents and carers of children in all year groups
- Wed 5 Dec: 9:00am to 11:00am – Family Learning: FUN WITH NUMBER (Part 2 of 2) – for parents and carers of children in all year groups
- Thurs 4 July: 3:00pm to 4:30pm – Family learning: SUMMER LEARNING FUN – for parents and carers of children in Year R, Year 1 and Year 2

All of the planned Family Learning Events went ahead as planned but, typically, only 2-5 adults attended each ‘double session’ and some success was achieved in attracting key family members. Therefore, some of our disadvantaged families did access the sessions and reported that they now felt more able to support their children with their education.

Total Cost of Family Learning = NIL

EYFS – Communication, Language & Literacy WellComm Speech & Language Toolkit - £359.95 + £82.50 Early Talk Boost Intervention Pack - £480 + £50 Talk Boost KS1 Intervention Pack - £500 + £50	£1,523	To accurately assess our pupils’ speech and language on entry to the school <u>and</u> provide the most appropriate support to increase each child’s attainment in Speaking, Listening & Attention and Understanding. <i>This focused intervention will also help to ensure that speech and language becomes less of a barrier to the children’s attainment, and progress, in Early Years Foundation Stage (Reception) – as it will enable us to support each child to improve their vocabulary and understanding of key words and phrases..</i>	To diminish the difference between the relative attainment of our disadvantaged pupils (vulnerable two year olds) when compared with all pupils in the same cohort for speaking, listening and attention, and understanding throughout the year.
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Evaluation:

The school was not able to purchase these resources (packs) without committing to also purchasing the training packages to support staff make best use of the materials. As there was not sufficient time within the school calendar to enable this training to take place, this action will be reviewed in 2019/20 once the training (CPD) calendar is developed.

No additional Speech & Language resources were purchased during 2018/19.

<u>Additional</u> school swimming lessons	£2,050	To provide all pupils with access to school swimming lessons for a continuous period of two years – so a greater proportion of our pupils achieve the expected standard (50m) and are confident – and safe – near water; so they can access outdoor and adventure learning opportunities that include raft-building / sailing / etc.	A greater proportion of our pupils leave our school, at the end of KS2, able to confidently swim (i) 25m and (ii) 50m – diminishing the gap between the relative attainment of our disadvantaged pupils when compared with all pupils in the same cohort.
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Evaluation:

The additional ‘top up’ swimming lessons were funded from the *PE and School Sport Premium* and it was not necessary to utilise any of the Pupil Premium budget to supplement this.

No additional funding was required to deliver the extra school swimming lessons in 2018/19.

Annual Subscriptions and Library Books	£3,550	To ensure all pupils in our school have access to high quality online resources and high quality reading materials – to use in school and at home.	The use of online resources and the school library is high amongst all pupils; and the quality of education (and academic progress) is not inhibited by a lack of access to high quality teaching resources.
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Evaluation:

This year the school has purchased the following annual subscriptions to enhance the quality of teaching and learning throughout the school: SMART Learning Suite 3 Year licence (£784); Tapestry (£75); First News (£288); Charanga Music (£150); Times Table Rockstars (£50); LetterJoin (£196); Phonics Play (£100); Picture News (£120); SPAG.com (£62), Reading Cloud (£660),

Total Cost of annual subscription purchased during 2018/19 = £2485

Total Cost of library books purchased during 2018/19 = £2798.51 (minus £1500 Match Funding – English Hub (Childer Thornton)) = £1298.51

Improvement in curriculum resources	£9,610	<p>To continually improve the quality of resources available to pupils to actively participate in and access all areas of the curriculum in school.</p> <p><i>Funding does not include PE (as this is included in the PE and Sports Premium Action Plan).</i></p>	<p><i>Behaviour for Learning in all lessons is high – with all pupils focused and utilising the time well to improve their knowledge and understanding of the curriculum – which is covered in depth. Work books of all pupils show the learning journey taken and good progress from the start of the unit (Cold Task) to the end (Hot Task); with a large proportion of the learning retained by the pupils and applied to other areas of the curriculum.</i></p>
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Evaluation:

This year the school has purchased a range of curriculum resources to enhance the quality of teaching and learning throughout the school. the amount invested in each curriculum area was as follows:

English (£818.88); Maths (£378.83); Science (£623.91); Computing (£610); Art & Design (£1443.74); Design Technology (£84.91); Geography (£289.64); History (£365); Music (£622.45); PSHE (£2088.03); RE (£50); EYFS (£1027.67) and SEN (£672.63)

Work Scrutiny throughout the school year demonstrated that the standard of work (content and presentation) improved term on term and the progress children were making (and the standard of attainment that they were achieving) was also improving. This is most evident in the Pre (Cold) learning tasks and Post (Hot) Learning Tasks. Key improvements are evident in English, Mathematics and Topic & Science Books – with a growing level of consistency now being achieved from Year 1 to Year 6. *These achievements will remain a key area for further development in 2019/20.*

Total Cost of curriculum resources purchased during 2018/19 = £9,075.69

The school also made a significant investment in upgrading and replacing the 30 PCs in the Computer Suite with 32 new PCs (£12,478) and replacing the SMART board in the remaining 4 classrooms with Interactive TV Screens (£4,945)

Total Cost of IT (Computing) Upgrades = £17,423.00

Total Spend	£201,990.65		
Total Income from Pupil Premium	£143,880.00		
Value Added Spend by School	£58,110.65		