

## Eastway Primary School

### Pupil Premium Strategy 2019/20



At Eastway we believe that no child should be disadvantaged. We are ambitious for all our pupils. We are satisfied that our pupils make good progress from their starting points and the gap between our own disadvantaged and non-disadvantaged pupils is narrowing and in some year groups/ subjects, the difference has diminished. We regularly review our spending allocation and how we would ensure it has impact on outcomes. Last year we made a number of important changes to the way in which PP funding will be administered in order to maximize impact and increase accountability, we adopted a number of tracking systems and this has supported and informed the focus areas. The onus of accountability in measuring the impact of spending plans against external research (such as the EEF toolkit) and in monitoring the impact of spending on outcomes, lies with the headteacher. Our strategy is matched to the needs and barriers for the children and community of Eastway. We identify barriers to learning and ensure that the funding is allocated specifically to address the needs of our disadvantaged pupils.

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school, linked with any other vulnerabilities, and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate timescales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils in our school and in relation to pupils Locally and Nationally
- That we are seen to live our Mission Statement tagline by providing the very best opportunities for all our pupils

## Bringing Learning to Life

**So that ALL our children thrive and achieve their full potential.**

CONTEXTUAL					
Number of pupils and pupil premium grant (PPG) received 2019/20					
Total number of pupils on roll	209 FTE	Total number of Pupil Premium pupils	86 (reduction from 2018)		
Total number of pupils eligible for PPG £1320	86 x £1320 = £113520	Amount of PPG received per pupil Service children PPG x 2 (£300 per pupil)	£300 x 3 = £900		
Amount of PPG received per pupil LA children PPG x 1 (£1320 per pupil, additional £980 can be applied for PEA)	£1320 x 7 = £9240	Amount of Early Years Pupil Premium received per pupil 53p per hour Average £313 per child	7 pupils x 53p p/h = £2195		
Amount of PPG received per pupil Post LA children PPG x 1 (£2300 per pupil)	£2300 x 3 = £6900	Total amount of PPG received	£132755		
Strategy written and Internal PP Review	July 2019	To be reviewed	July 2020	External Review (SIA)	January 2020

School Pupil Premium Lead	Mrs. Emily Morris- Headteacher	Pupil Premium Link Governor	Mrs Lyn Eaton
Designated Lead Teacher CLA	Mrs Claire Brodie	Wirral LA Virtual Headteacher CLA	Mrs Trish Lewis

CURRENT PICTURE			
	No of Pupils	No of Disadvantaged Pupils	% of Total Cohort
Early Years Explorers (2yr olds)	17	15 (deprivation funded places)	94%
Nursery	26	7 (EYs PP)	27%
Reception	23	11	60%
Year 1	31	12	39%
Year 2	31	18	64%
Year 3	36	12	33%
Year 4	31	13	42%
Year 5	29	19	69%
Year 6	29	17	59%
Whole School Total	240	124	52%

*For data outcomes 2018/19, see reviewed Pupil Premium Strategy July 2019*

*We currently have 11 Looked After Pupils and 10 Post Looked After Children. We are looking at additional training for all staff on Attachment and Trauma and are training an additional CLA Lead Teacher to sustain the workload challenge.*

*There is a separate action plan for supporting the needs of our CLA/ Post CLA and vulnerable pupils.*

Priorities for 2019/20		
Desired Outcomes and how they will be measured	Success Criteria	Actions
Priority 1:  Raising Parental Engagement in Curriculum and improving Home Learning Environment for our Early Years Pupils	<ul style="list-style-type: none"> <li>- Parents aware of AREs for each year group</li> <li>- Parents aware of what is taught and how at Eastway</li> <li>- Parents aware of how best to support pupils with their learning at home</li> <li>- Parents trained to support with homework</li> <li>- Successful Reading Partners trained</li> <li>- PEEP programme run</li> <li>- FYT to train school staff in delivering EYFS HLE parenting classes</li> <li>- Little Explorers run</li> <li>- Family Works run</li> <li>- Triple P Programme run</li> <li>- Parent Class Reps focus on curriculum and share with other parents</li> </ul>	<ul style="list-style-type: none"> <li>- Meet the Teacher sessions</li> <li>- Classroom engagements planned- reading events, stay and play, workshops, learning with your child days etc</li> <li>- Curriculum Sharing events led by all subject leads</li> <li>- Newsletter Curriculum special editions</li> <li>- Twitter feed</li> <li>- Updated content on school website</li> <li>- Curriculum booklets for parents</li> <li>- Maths &amp; English course run for parents to enable them to support homework</li> <li>- Parent Reading Group</li> <li>- Aspirations Week to raise the profile of education and employment</li> <li>- ADHD Foundation parenting programmes</li> <li>- Parent Class Reps to complete curriculum learning walks</li> </ul>

<p>Priority 2: Promoting a culture of Talk in our school and ensuring Oracy is key to our curriculum</p>	<ul style="list-style-type: none"> <li>- Project Lead for Oracy has a clear plan of how talk can be promoted in school</li> <li>- Collaborative learning strategies are used across school</li> <li>- Language rich environments are provided for EYFS pupils</li> <li>- All staff are excellent role models</li> <li>- IT is used to enhance opportunities for talk</li> <li>- Children can pose and answer questions effectively</li> <li>- Drama opportunities are promoted in school</li> <li>- Forest schools started in Reception Class</li> <li>- Debate Club set up</li> <li>- The teaching of writing and sequencing of lessons is heavily promoting talk</li> <li>- Children experience high level vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- TLR3 Project Lead for Oracy</li> <li>- TLR3 Project Lead for Forest Schools</li> <li>- Performing Arts lead appointed</li> <li>- Adults on gates every morning promoting talk</li> <li>- Communication friendly spaces in all EYFS classes</li> <li>- Radio station set up</li> <li>- Drama group</li> <li>- Pupil Voice actively promoted and debate skills taught</li> <li>- Commitment to collaborative learning across school</li> <li>- New ipads</li> <li>- Clevertouch screens in EYFS classrooms</li> <li>- EYFS Talk for Writing approach</li> <li>- Staff training in question stems</li> <li>-</li> </ul>
<p>Priority 3:  A genuine love of Reading is embraced by all children, staff, parents and community</p>	<ul style="list-style-type: none"> <li>- All children enjoy reading</li> <li>- Staff promote a genuine love of reading</li> <li>- Children have free access to high quality books</li> <li>- Children's reading has an impact on their writing</li> <li>- Children have access to a range of authors and text types</li> <li>- Children meet positive role models for reading</li> <li>- Parents are engaged with reading</li> <li>- Children are exposed to a wide range of vocabulary</li> <li>- Children access both the school and local library regularly</li> <li>- Children chose to read and enjoy sharing books with their friends</li> <li>- Children are motivated to improve their reading ability</li> <li>- Children make links with other schools</li> </ul>	<ul style="list-style-type: none"> <li>- High quality reading books in school</li> <li>- Wide range of reading materials available to children- magazines, information books, topical reading materials, engaging children's interests.</li> <li>- Engaging displays and reading areas in classrooms and throughout school</li> <li>- High level vocabulary displayed in classrooms and around school</li> <li>- Class Reader pitched above ARE</li> <li>- All adults promoting a love and interest in books</li> <li>- Literacy Counts Training for all staff</li> <li>- Parent readers in school- Secret Reader</li> <li>- Theme days and weeks and fun events- breakfast with a book, Campfire Stories, stories by moonlight,</li> <li>- Author Twitter Videos</li> <li>- Visiting authors</li> <li>- Positive Reading Role Models</li> <li>- Book Nooks across school and baskets of books</li> <li>- Revamped library in school</li> <li>- Each class planned visit to Moreton library</li> <li>- Book Week and affordable book fair in school</li> <li>- Book Swap Sheds on each playground to encourage children and families to take books</li> <li>- Books and cosy spaces to read at playtime and lunchtime</li> <li>- Mystery Books- books gifted to each class throughout the year</li> </ul>

BARRIERS	
In School	External
Speech, Communication and Language Acquisition, particularly in Early Years	Parental Engagement with school, quality of Home Learning Environment and Pupil's Readiness for School and Parents promoting the importance of learning and prioritising attainment
Specific Social, Emotional and Mental Health needs that affect the ability to access learning	Poor access to enriching experiences, extra-curricular activities and participation in clubs (37% of households without access to a vehicle)
The number of Pupil Premium Children who also have additional vulnerabilities such as SEND, Social Care involvement, ACEs, Families in Crisis, medical needs, mobility	Inconsistency in Attendance and Punctuality
Gaps in prior attainment and previous poor teaching in Upper Key Stage Two	Readiness to Learn- Being In, On Time and Ready to Learn (uniform, attendance, punctuality, homework, slept well, had breakfast, returns reading books etc)
Children not transferring their skills to their writing	Lack of access to high quality texts and language outside of school

Continued Focus						
Highlighted Enhancements & Additional for 2019/20						
Area of Spend Chosen Action/ Approach	Desirable Outcomes	Evidence/ Rationale	Cost	Monitoring	Staff lead	Impact Review
Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have path ways. Pupils will partake in cultural visits. Eg: to Liverpool, local worship etc	<ul style="list-style-type: none"> <li>- For pupils to access a range of social / cultural /sporting experiences, visits and activities.</li> <li>- Educational visits and visits planned for every half term</li> </ul> Visits, visitors and curriculum enhancement activities subsidized by school so no child is disadvantaged Wider range of visits and visitors planned throughout the year and in each year group. <b>Further enhancements needed for EYFS.</b>	Pupils benefit from working with others and being introduced to a variety of experiences Pupils' horizons will be broadened and they will learn more about museums, zoos, places of culture, history and geography. <b>Our youngest pupils have limited experience outside school</b>	£3500 allocated to enhancements again in 2019/20	Pupil feedback Parent/ Carer feedback Individual Pupil case studies EYFS Impact Report	EM NC- Curriculum RMc- EVC KW- EYFS Lead	

Wide range of extra-curricular sporting clubs in school, subsidized for PP children	<ul style="list-style-type: none"> <li>- For pupils to access a range of social / cultural /sporting experiences, visits and activities.</li> <li>- Educational visits and visits planned for every half term</li> <li>- Additional clubs/ sporting opportunities subsidized by school so no child is disadvantaged</li> </ul>	<p>37% of our households do not have access to a vehicle 73% of our pupils do not access sporting clubs outside of school</p> <p>Sport Participation (+2 months - EEF Toolkit)</p>	<p>Subsidised Clubs (school additional input)</p> <p>Premier Sports £1200 Judo £150 Jumping Beans £150 Tennis £89 Rugby Cricket Dance Club £80</p>	<p>Pupil feedback</p> <p>Subject Leader Impact Report</p> <p>Individual Pupil case studies</p>	NB- PE & Sport	
Music Opportunities	<ul style="list-style-type: none"> <li>- For pupils to access a range of musical enhancements and specialist provision</li> <li>- Appointment of a new music lead and performing arts lead</li> <li>- Choir to be set up and musical instrument lessons</li> </ul>	<p>91% of our pupils have not had a music, singing or instrument lesson outside of school</p> <p>Arts Participation (+2 months - EEF Toolkit)</p>	<p>Edsential Churanga subscription £90</p> <p>Purchase of musical instruments £100</p> <p>Extended musical experiences £200</p>	<p>Pupil feedback</p> <p>Subject Leader Impact Report</p> <p>Individual Pupil case studies</p>	<p>CH- Music Lead</p> <p>RP- Performing Arts Lead</p>	
Residential experience of our Year 6 pupils	<ul style="list-style-type: none"> <li>- All Year 6 pupils to attend outdoor education residential</li> <li>- Residential subsidized by school so no child is disadvantaged</li> </ul>	<p>Outdoor Adventure Learning (+4 months - EEF Toolkit)</p>	<p>School subsidized residential contribution £2000</p>	<p>Pupil feedback</p> <p>CT Impact Report</p> <p>Individual Pupil case studies</p>	NC	
Wide range of extra-curricular clubs in school, before, after and lunchtime clubs run by school staff	<ul style="list-style-type: none"> <li>- For pupils to access a range of social / cultural /sporting experiences, visits and activities.</li> <li>- Wide range of clubs planned for every half term</li> <li>- Clubs provided through the staff additional hours</li> <li>- Design Technology club run by specialists, training for all staff, equipment- aspirations for engineering careers</li> </ul>	<p>37% of our households do not have access to a vehicle 67% of our pupils do not attend clubs outside of school</p> <p>Digital Technology (+4 months - EEF Toolkit)</p>	<p>The Inventors After School Club £580</p> <p>Club equipment e.g Hama Beads, cooking ingredients, craft equipment</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Analysis of Club Participation Emma Toolan, Annual HT report to gobs</p>	<p>EM</p> <p>ET</p>	

			£1000 added to Curriculum Budget			
<p>Additional Support for vulnerable families and pupils</p> <p>Learning &amp; Behaviour Mentor Family Support &amp; Wellbeing Lead</p>	<ul style="list-style-type: none"> <li>- Range of Support for Parents and carers</li> <li>• The Hub</li> <li>• Drop in sessions for parents and carers</li> <li>• Courses for parents/ carers</li> <li>- Lunchtime Nurture Club set up for vulnerable pupils</li> </ul> <p>Need to further extend as the need increases. Currently 19 CLA and Post LAC pupils across school in September 2019</p> <p>Pastoral Team to be supported further in 2019/20 by SENCO being released from class to focus on CLA and update PEPs and review provision and progress</p> <ul style="list-style-type: none"> <li>- ELSA daily support</li> </ul>	<p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit)</p> <p>Parental engagement +3 months (EEF Toolkit)</p>	<p>SD &amp; DC salary £30876 £19857 Cost for Pastoral Team staffing 2019/20 £51857</p> <p>ELSA TA release time £4356</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p>	<p>CB</p> <p>SD &amp; SB</p> <p>DC</p>	
<p>School Equipment &amp; Milk provided for all pupils</p>	<ul style="list-style-type: none"> <li>- every children provided with a PE kit so that no child is disadvantaged</li> <li>- homework packs provided for all children</li> <li>- Book Bags provided for all children</li> <li>- Milk provided every day for all children</li> <li>- Stationery packs provided for all children</li> </ul>	<p>All children have everything they need to be part of Eastway, no child looks or feels any different</p>	<p>PE Kits £200 (ad hoc replacements throughout the year) £250 milk and snack £150 Stationery Packs</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p>	<p>EM</p> <p>SBM</p>	
<p>Toast Club</p> <p>Eastway Early Risers &amp; Swashbucklers After School Club</p>	<ul style="list-style-type: none"> <li>- Toast club run every morning from 8am</li> <li>- Nonprofit making so affordable for all</li> <li>- Opportunities for breakfast and developing social skills with Eastway Staff</li> <li>- Daily morning homework support available</li> <li>-</li> </ul>	<p>Extending school time +2 months (EEF Toolkit)</p>	<p>Additional staffing hours £3282 Resources Food</p>	<p>Pupil feedback</p> <p>Parent/ Carer feedback</p> <p>Individual Pupil case studies</p> <p>Registers from Toast Clubs- no of vulnerable pupils taking places</p>	<p>EM</p>	<p>Toast club successful and expanded rapidly. Positive impact</p> <p>£1000 secured from Kellogg's to run in 2019/20</p>
<p>Direct support for pupils with additional</p>	<ul style="list-style-type: none"> <li>- Staff well trained and informed on SEMH</li> </ul>	<p>Research (Jensen, 2009) states that certain</p>	<p>£3000 ADHD Foundation</p>	<p>Pupil feedback</p>	<p>SD &amp; SB</p>	

vulnerabilities (inc SEMH & SEN interventions)	<ul style="list-style-type: none"> <li>- Additional SENCO time</li> <li>- Family Support &amp; Wellbeing lead run Thrive to address SEMH and provide additional support and intervention</li> <li>- SENCO and SEN support staff trained in SCERTs and able to offer support and interventions for vulnerable pupils emotional regulation</li> <li>- Children and families and well supported with additional needs</li> <li>- ADHD Foundation provide support for pupils, training for parents and staff and workshops</li> <li>- <b>Daily ELSA sessions</b></li> </ul>	emotions are hardwired in our DNA but many need to be taught. Research shows that sometimes PP pupils need more explicit teaching of these emotions than other pupils. Such emotions will help all pupils to attain more in school. Tuition (+5 months - EEF Toolkit) Individualised Instruction (+3 months - EEF Toolkit) Social and Emotional learning +4 months (EEF Toolkit)	SLA Thrive Subscription £358 <b>ELSA Resources £200</b>	Parent/ Carer feedback  Individual Pupil case studies  CPD & Workshop feedback  Boxhall Profile & Thrive monitored by SLT	CB	
Parent Engagement Lead Foundation Years Trust Family Works	<ul style="list-style-type: none"> <li>• FYT setting up one Peep Learning Together group at the school</li> <li>• Peep Learning Together training for two members of staff</li> <li>• Ongoing support from FYT for staff to deliver the groups</li> <li>• Partnerships with Parents training for the early years team</li> <li>- Participation in Wirral's new Partnerships with Parents Quality Mark</li> <li>- <b>Little Explorers to be set up for Autumn 2019</b></li> <li>•</li> <li>• Youth Connect 5 Programme is available to support families</li> <li>• ADHD Foundation &amp; CAMHS run workshops and training and support for our families</li> </ul>	Parental engagement +3 months (EEF Toolkit)  Early Years Intervention Parental engagement +3 months (EEF Toolkit)	FYT £240 (reduced from £1600)  Family Works Resources £175  <b>Little Explorers Resources £90</b>	Parent/ Carer feedback  Individual Pupil case studies  Termly Family Report to Headteacher  FYT Impact Report & Results of Assessment	JC CC NG	
Early Years Speech & Language Mentor WELCOMM Screening Additional Speech & Language Support	<ul style="list-style-type: none"> <li>- All EYs pupils make expected progress on WELCOMM Screening</li> <li>- The gap between the NDA/ DA pupils will remain closed at the end of F2</li> </ul>	Early Years interventions (+5 months - EEF Toolkit) Oral language interventions (+5 months - EEF Toolkit) Phonics (+4 months - EEF Toolkit)	£13500 additional hours for EYFS Speech & Language Mentor	Half termly Pupil Progress Meetings  EYFS Pupil Tracker  EYFS Lead priority	KW  CB  LW	

	<ul style="list-style-type: none"> <li>- Early Speech and Language Intervention will ensure that is not a barrier for future learning</li> <li>- Forest Schools set up in YR</li> <li>- TLR3 Oracy Project to raise the profile of Talk across school</li> </ul>		SALT £4125  Forest Schools £1800 TLR3 payment £580	on Subject Leader Action Plan SALT/ SENCO Reports  TLR3 Project Plan & Impact Report		
For Y6 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils  For Y5 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils	<ul style="list-style-type: none"> <li>- Smaller Group Teaching for key high % PP Year Groups</li> <li>- Teaching is more focused and pupils tracked more accurately in smaller groups</li> <li>- Immediate feedback and response time more manageable in smaller group so progress is greater</li> <li>- Pupils make accelerated progress</li> </ul>	Small group tuition (+4 months - EEF Toolkit) Collaborative Learning (+5 months - EEF Tkit) Feedback (+8 months - EEF Toolkit) Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching Challenge and innovation will increase pupils self -motivation to reach higher standards.	Additional Teacher salary (1 NQT am only & one experienced 0.7 teacher) £30464	Half termly Pupil Progress Meetings	NC & SH  CW & EJ	

**Total Planned Expenditure 2019/20 ongoing provision (A) = £123, 766**

2019/20 Focus Areas						
Area of Spend	Desirable Outcomes	Evidence/ Rationale	Cost	Monitoring	Staff lead	Impact Review
Priority 1:  Raising Parental Engagement in Curriculum and improving Home Learning Environment for our Early Years Pupils	<ul style="list-style-type: none"> <li>- Parents aware of AREs for each year group</li> <li>- Parents aware of what is taught and how at Eastway</li> <li>- Parents aware of how best to support pupils with their learning at home</li> <li>- Parents trained to support with homework</li> <li>- Successful Reading Partners trained</li> <li>- PEEP programme run</li> <li>- FYT to train school staff in delivering EYFS HLE parenting</li> </ul>	Feedback from Parental Engagement study in school last year  Data analysis of HLE with FYT 2018  Parental Engagement (+4 months - EEF Tkit)  Early Years Intervention (+5months - EEF Toolkit)	Resources for Family Support Groups £400  FYT Training Session and staff release time £2879  Advertising	FYT Data  Parental Engagement Lead Impact reports  Questionnaire outcomes  Subject Leader action plans and impact reports  Staff feedback on	JC  KW  All subject leads as part of their objectives 2019/20	



	classes <ul style="list-style-type: none"> <li>- Little Explorers run</li> <li>- Family Works run</li> <li>- Triple P Programme run</li> <li>- Parent Class Reps focus on curriculum and share with other parents</li> </ul>		& Information Booklets for Parents £150	CPD and confidence in delivering training  Tracking of case study pupils  EYFS outcomes  Parent Class Rep Meeting Minutes		
Priority 2: Promoting a culture of Talk in our school and ensuring Oracy is key to our curriculum	<ul style="list-style-type: none"> <li>- Project Lead for Oracy has a clear plan of how talk can be promoted in school</li> <li>- Collaborative learning strategies are used across school</li> <li>- Language rich environments are provided for EYFS pupils</li> <li>- All staff are excellent role models</li> <li>- IT is used to enhance opportunities for talk</li> <li>- Children can pose and answer questions effectively</li> <li>- Drama opportunities are promoted in school</li> <li>- Forest schools started in Reception Class</li> <li>- Debate Club set up</li> <li>- The teaching of writing and sequencing of lessons is heavily promoting talk</li> <li>- Children experience high level vocabulary</li> <li>- Improvement in % reaching ARE in Writing</li> <li>- Improvement in % reaching GD in Writing</li> <li>- Improvement in % reaching GD in Reading</li> <li>- All EYFS &amp; Base staff WELCOMM Trained</li> </ul>	QLA of 2018 and 2019 test papers and feedback from staff indicates that there is a still an issue with language development and understanding of vocabulary  The work in EYs has seen an impact and this work will continue  Collaborative Learning (+5 months - EEF Toolkit) Digital Technology (+4 months - EEF Tkit) Early Years Intervention (+5months - EEF Toolkit)  Oral Language Interventions (+5 months - EEF Tkit)  Outdoor Adventure Learning (+4 months - EEF Tkit)	TLR3 Project Lead for Oracy £580  Oracy Lead time £1209  CPD session for all staff £550  Forest schools resources £1300  New iPad app for Talk £79  Promoting Talk Posters £45  Early Years Talk Resources £800	Project Lead Impact reports  Lesson observations  Pupil Feedback  Subject Leader action plans and impact reports  Staff feedback on CPD and confidence in delivering question stems  Tracking of case study pupils  EYFS outcomes WELCOMM Screening Results  Test data	EM  GD- TLR3 Oracy Lead  KW- Forest School TLR3 Project Lead	

<p>Priority 3:</p> <p>A genuine love of Reading is embraced by all children, staff, parents and community</p>	<ul style="list-style-type: none"> <li>- All children enjoy reading</li> <li>- Staff promote a genuine love of reading</li> <li>- Children have free access to high quality books</li> <li>- Children's reading has an impact on their writing</li> <li>- Children have access to a range of authors and text types</li> <li>- Children meet positive role models for reading</li> <li>- Parents are engaged with reading</li> <li>- Children are exposed to a wide range of vocabulary</li> <li>- Children access both the school and local library regularly</li> <li>- Children chose to read and enjoy sharing books with their friends</li> <li>- Children are motivated to improve their reading ability</li> <li>- Children make links with other schools</li> <li>- Improvement in % reaching GD in Reading</li> <li>- Improvement in progress score for disadvantaged pupils end of KS2</li> </ul>	<p>Impact of Reading Project last year had a positive impact and data shows that we have seen improvements in Reading outcomes and progress across school- specifically for our disadvantaged pupils</p> <p>These skills are not transferring to writing and we still have very low numbers of children working above expectations</p> <p>Reading Comprehension Strategies (+6months - EEF Toolkit)</p>	<p>Subsidized by Magenta Housing Community Grant (£2000)</p> <p>Book Swap Sheds £890</p> <p>Book Boats £350</p> <p>Cushions and soft furnishings for book nooks £175</p> <p>Books for prizes and incentives £800</p> <p>Promotional Materials £1500</p>	<p>Subject Leader action plans and impact reports</p> <p>Tracking of case study pupils</p> <p>Pupil outcomes</p> <p>Pupil Interviews</p>	<p>EM</p> <p>GD</p>	
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**Total Planned Expenditure 2019/20 focused priorities (B)= £11, 707**

**Total Amount of external funding (C)= £3000** (Kelloggs and Magenta Grants)

**Overall Total Planned Expenditure 2019/20 (A+B- C) = £132, 473**

**£282 shortfall subsidized by curriculum budget**