



Willington Primary School: Pupil Premium Strategy Statement 2018-19



1. Summary information

School	Willington Primary School				
Academic Year	2018/19	Total PP budget	£41560	Date of most recent PP Review	Oct 18
Total number of pupils	208	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Jan 19

At Willington Primary School we have the highest aspirations and ambitions for all children, regardless of their background. We have high expectations for all of our children, and believe that with outstanding teaching and a lot of care, every child can fulfil their potential.

Some interventions are planned on a whole school basis to benefit all pupils and are not restricted to Pupil Premium/Ever 6 pupils only. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being.

The key aim is to diminish the gap between pupil groups. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. Children who start with low attainment on entry need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

At Willington Primary School we:

- Make decisions about the spending of Pupil Premium based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of our pupils and their families
- Have a culture of high expectations for all Pupil Premium and Ever 6 children
- Believe that high quality teaching is vital, rather than interventions to compensate for poor teaching
- Ensure that teachers know who the Pupil Premium and Ever 6 children are in their class and report on their progress through Pupil Progress meetings
- Monitor and analyse which pupils are underachieving and will use Pupil Progress meetings to uncover why
- Make effective use of all assessment data to check the impact of interventions and will make adjustments as needed

2. Current attainment (Figures for disadvantaged for 2018)

	Disadvantaged	Non-disadvantaged
% achieving expected standard or above in reading, writing & maths at KS2* (35 children – 5 disadvantaged)	20%	62%
Average scale score for reading*	104.4	105.6
Average scale score for Grammar, Punctuation and Spelling*	99.6	104.9
Average scale score for maths*	98	106.4

Progress score for reading*	2.25	-2.27
Progress score for writing*	-1.69	0.1
Progress score for maths*	-3.34	-0.7
*These scores have been adjusted to reflect the 5 children who took the KS2 test		
% achieving expected standard or above in reading, writing & maths at KS1 (30 children – 3 disadvantaged)	75%	76%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children start school with weak oral language and phonic skills, especially boys and pupils eligible for Pupil Premium. This has an impact on phonic teaching in Key Stage One. In the three previous years, Reception phonic teaching has to begin at a lower level than in the past	
B.	Some Pupil Premium pupil's engagement with reading is low and it can be difficult to gain parental support	
C.	The school has relatively high levels of children at SEN support and with a Statement or EHC Plan (above national). A number of pupils eligible for Pupil Premium have SEN needs	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Children generally start school with good levels of confidence having attended the local pre-school or nursery settings and a substantial proportion arrive working within age-related expectations in most areas of learning. However, attainment on entry in literacy areas is particularly low with growing numbers having speech and language development and physical development concerns	
E.	There is a relatively high level of external agency involvement for some children including: MAT team, Physical Impairment service, SSEN support	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To close the gap in language and early literacy skills for children in EYFS and Year 1 To raise progress and attainment in phonic skills	<ul style="list-style-type: none"> Improvement in number of children achieving the Year 1 Phonic Test
B.	To raise progress and attainment in reading, with a focus on improving comprehension skills To raise engagement with reading, especially for boys and low/middle attaining pupils	<ul style="list-style-type: none"> Children's surveys and discussions show high levels of engagement Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged
C.	To raise progress and attainment in maths, with a focus on improving progress scores for PP children	<ul style="list-style-type: none"> Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged
D.	To raise progress and attainment in writing, to ensure that the combined figure achieving the expected level for reading, writing and maths improves in all year groups	<ul style="list-style-type: none"> Progress measures for PP match or are higher than non-disadvantaged Attainment measures for PP match or are higher than non-disadvantaged
E.	To develop the social and emotional needs of children so that they have the engagement and capacity to learn and reach their full potential	<ul style="list-style-type: none"> Parent surveys show children feel well supported Improvement in Boxall Profile scores

5. Planned expenditure					
Academic year		2018 - 2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Hooked on Books training for all staff 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Reading Comprehension Strategies approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches FFT is a respected charity offering high quality training into Reciprocal Reading techniques 	<ul style="list-style-type: none"> Whole school staff 'Hooked on Books' training Whole class Guided Reading sessions will be daily for 20-30 minutes TA support for some Guided Reading Sessions Wider range of Guided Reading resources will be purchased 'Hooked on Books' training manual to be purchased for all teachers 'Hooked on Books' material purchased to support teaching Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Staff meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings 	SLT Literacy Co-ordinator	July 2019 Budgeted Cost £2000
	<ul style="list-style-type: none"> TA support for whole class Guided Reading support, Reading interventions and individual reading 			SLT	July 2019 Budgeted Cost £6840
	<ul style="list-style-type: none"> Purchase new materials to deliver effective Guided Reading sessions 			Literacy Co-ordinator	July 2019 Budgeted Cost £600
<ul style="list-style-type: none"> To close the gap in language and early literacy skills To raise progress and attainment in phonic skills To improve progress and attainment in reading and spelling teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure focus Phonics teaching and intervention groups (EYFS-Y3) 	<ul style="list-style-type: none"> EEF toolkit – Phonics Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. 	<ul style="list-style-type: none"> Phonics will be taught in small groups Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> KS1 phonics meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2019 Budgeted Cost £7410

<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum 	<ul style="list-style-type: none"> EEF toolkit – Mastery Learning mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. 	<ul style="list-style-type: none"> Maths will be taught using a mastery approach Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Maths Co-ordinator	July 2019
	<ul style="list-style-type: none"> Provide supply cover for a coaching programme led by Joanne Millican 			SLT Maths Co-ordinator	July 2019
				Budgeted Cost £500	
				Budgeted Cost £1800	
<ul style="list-style-type: none"> To improve progress and attainment in writing To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of writing using the 'Write Stuff' approach 	<ul style="list-style-type: none"> Case studies from 'The Write Stuff' handbook showing improvements using this method Point 5 from EEF Improving Literacy in Key Stage 1 Guidance Report 2017 – Teach pupils to use strategies for planning and monitoring their writing Point 4 from EEF Improving Literacy in Key Stage 2 Guidance Report 2017 – Teach writing composition strategies through modelling and supported practice 	<ul style="list-style-type: none"> Writing will be taught using a 'slow write' method Writing will be taught using strategies from the 'Write Stuff' Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2019
	<ul style="list-style-type: none"> Purchase new materials to deliver effective writing lessons 			SLT Literacy Co-ordinator	July 2019
				Budgeted Cost £1500	
				Budgeted Cost £500	
Total budgeted cost					£21150

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Provision of targeted speech and language sessions for identified children 	<ul style="list-style-type: none"> EFF toolkit – Oral language interventions Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for speech and language sessions To provide TA cover to ensure that TAs can attend meetings with speech and language professionals to ensure appropriate programmes of work and feedback <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Speech and language meetings with outside professionals SENCO meetings 	SLT Literacy Coordinator	July 2019
					Budgeted Cost £1810
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Derbyshire Bronze Positive Play Package Provision of Positive Play sessions by trained TA Provision of Magic Room sessions 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for Positive Play and Magic Room sessions <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT TA Positive Play Lead	January 2019 April 2019 July 2019
					Budgeted Cost £4230
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Three day Nurture Training for member of SLT (£550) Establish formal Nurture groups in Spring and Summer terms 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Member of SLT will attend three day Nurture accredited training Establish Nurture groups in KS1 and KS2 initially with support from Derbyshire Nurture team <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT SENCO	January 2019 April 2019 July 2019
					Budgeted Cost £7975

<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> EEF toolkit – Individualised Instruction Individualised instruction has a positive effect, on average, for learners individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement. 	<ul style="list-style-type: none"> Tutoring sessions booked for identified children To provide a teacher to cover whilst the group are having tutoring sessions <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Year 5 and 6 teachers	<p>January 2019 April 2019 July 2019</p>
					Budgeted Cost £3800
Total budgeted cost					£17,815

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To improve experiences for PP children 	<ul style="list-style-type: none"> To subsidise Christmas theatre trips for PP pupils To subsidise class trips for PP pupils To provide subsidised music tuition 	<ul style="list-style-type: none"> EEF toolkit arts participation Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Music tuition will be offered to most able PP children <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	<p>July 2019</p>
					Budgeted Cost £450

<ul style="list-style-type: none"> To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> To subsidise residential trip for PP pupils To subsidise active class trips for PP pupils 	<ul style="list-style-type: none"> EEF toolkit – Outdoor Education Learning Evidence shows that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2019
					Budgeted Cost £550
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> To provide Talk Time type sessions with an outside counsellor 	<ul style="list-style-type: none"> EEF toolkit – Social and emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	<ul style="list-style-type: none"> Referrals made J Williams as appropriate Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Meetings with J Williams Difference from opening and closing statements SENCO and Pupil Progress meetings 	SLT SENCO	July 2019
					Budgeted Cost £3000
Total budgeted cost					£4000
Total PP cost					£42965

6. Review of expenditure – Completed in October 2019

Previous Academic Year		2018-19		
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
<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Hooked on books training TA support for whole class reading groups outside of English lessons Purchase new materials to deliver effective Guided Reading sessions 	<ul style="list-style-type: none"> Whole class guided reading has been implemented in all classes and ½ hour dedicated reading sessions have led to an improvement in the quality of teaching All children are much more engaged with reading <p>KS2 DATA (6 disadvantaged children)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged at KS 2 are lower than non-disadvantaged (-2.4 for our disadvantaged and -1.4 for non-disadvantaged) Attainment measures for disadvantaged are slightly lower than non-disadvantaged for Expected (66% for disadvantaged and 71% for non-disadvantaged) Attainment measures for disadvantaged are higher than non-disadvantaged for High Standard (33% for disadvantaged and 25% for non-disadvantaged) Average scale score for disadvantaged is lower lower than for non-disadvantaged (101 for disadvantaged and 105 for non-disadvantaged) <p>KS1 DATA (3 disadvantaged children)</p> <ul style="list-style-type: none"> Attainment measures for disadvantaged are higher than non-disadvantaged for Expected (100% for disadvantaged and 63% for non-disadvantaged) Attainment measures for disadvantaged are higher than non-disadvantaged for Greater Depth Standard (66% for disadvantaged and 22% for non-disadvantaged) 	<ul style="list-style-type: none"> We are pleased that the improvements to our reading provision, particularly whole class reading, have made sure that more of our disadvantaged children have attained the Greater Depth Standard We recognise that our overall progress figure for reading is low (-1.9) so improvements need to be continued to improve reading provision for all children We feel that we need to continue to reform our reading teaching from September 2019. Key Issue 1 on our School Improvement Plan will focus on making improvement to our reading provision. 	
<ul style="list-style-type: none"> To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure the smallest possible groups from phonics teaching 	<ul style="list-style-type: none"> Higher levels of TA support for Phonics 97% of children in Year 1 passed the Phonics Check Slightly less disadvantaged children passed the KS1 Phonics check than the non-disadvantaged (66% of disadvantaged passed compared to 100% of the non-disadvantaged) There have been clear improvements in children's phonic skills and confidence with reading 	<ul style="list-style-type: none"> We feel that ensuring that phonic teaching is under the direct control of teachers remains critical and has allowed direct phonics teaching to be built upon across the whole curriculum by class teachers Teachers will continue to direct phonics teaching and we will investigate more interactive and engaging resources to support our teaching 	

<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum Provide supply cover for a coaching programme led by Joanne Millican 	<ul style="list-style-type: none"> Mastery maths teaching is now fully implemented in all classes and feedback from this year's coaching strategy has been positive <p>KS2 DATA (6 disadvantaged children)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged at KS2 are now higher than non-disadvantaged (-0.5 for our disadvantaged and -1.0 for non-disadvantaged) Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (66% for disadvantaged and 79% for non-disadvantaged) Attainment measures for disadvantaged are higher than non-disadvantaged for High Standard (50% for disadvantaged and 16% for non-disadvantaged) Average scale score for disadvantaged is lower than for non-disadvantaged (103 for disadvantaged and 106 for non-disadvantaged) These figures show that the gap in maths has narrowed greatly from last year <p>KS1 DATA (4 disadvantaged children)</p> <ul style="list-style-type: none"> Attainment measures for disadvantaged are higher than non-disadvantaged for Expected (100% for disadvantaged and 70% for non-disadvantaged) Attainment measures for disadvantaged are higher than non-disadvantaged for Greater Depth Standard (66% for disadvantaged and 22% for non-disadvantaged) The gap between disadvantaged and non-disadvantaged has closed greatly from last year 	<ul style="list-style-type: none"> Teachers will continue to use the White Rose and Big Maths resources We will continue to use Third Space resources, highlighting disadvantaged children where appropriate The school will continue the maths coaching project in September and a focus of one of the stages of this will be on disadvantaged pupils to address the issue that disadvantaged pupils results are lower than the non-disadvantaged for maths 	
<ul style="list-style-type: none"> To improve progress and attainment in writing To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a writing Provide resources to support teaching of The Write Stuff 	<ul style="list-style-type: none"> The Write Stuff strategy is now well implemented for fiction writing Staff have seen more engagement with writing and children are keener to write <p>KS2 DATA (6 disadvantaged children)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged at KS2 are much lower than non-disadvantaged (-2.8 for our disadvantaged and -0.8 for non-disadvantaged) Attainment measures for disadvantaged are much lower than non-disadvantaged for Expected (50% for disadvantaged and 83% for non-disadvantaged) Attainment measures for disadvantaged are slightly lower than non-disadvantaged for High Standard (17% for disadvantaged and 25% for non-disadvantaged) Average scale score for disadvantaged is lower than for non-disadvantaged (99 for disadvantaged and 104 for non-disadvantaged) <p>KS1 DATA (4 disadvantaged children)</p> <ul style="list-style-type: none"> Attainment measures for disadvantaged are higher than non-disadvantaged for Expected (100% for disadvantaged and 66% for non-disadvantaged) Attainment measures for disadvantaged are higher than non-disadvantaged for Greater Depth Standard (33% for disadvantaged and 15% for non-disadvantaged) 	<ul style="list-style-type: none"> We are very pleased that the improvements to our writing provision, particularly with the impact of the new 'Write Stuff' strategy We recognise that our overall progress figure for writing is low (-1.5) so improvements need to be continued to improve writing provision for all children We feel that we need to continue to implement the 'Write Stuff' strategy and are planning to arrange CPD for non-fiction writing 	£21300

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
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Targeted speech and language support sessions 	<ul style="list-style-type: none"> Children receiving Speech and Language support make good progress with improving their speech sounds Speech and Language outside agencies are pleased with the school's provision and progress of children Excellent phonics results 	<ul style="list-style-type: none"> We will continue to provide Speech and Language support as needed We will continue to work with Speech and Language outside agencies We will continue to provide TA support to outside agencies as needed 	£19015
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Positive Play sessions 	<ul style="list-style-type: none"> Boxall Profiles allow support to be targeted appropriately On the whole Boxall Profiles show an improvement in scores as a result of positive play 	<ul style="list-style-type: none"> Positive Play sessions continue to be successful Positive play sessions to continue as they are a critical part of our Early Help provision 	
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Nurture training Nurture sessions 	<ul style="list-style-type: none"> Evidence file created by the Nurture team show improvements in Boxall Profiles of the large majority of the children who attended Nurture. Comments from parents have been extremely positive about the impact from this provision Teachers also positive about the impact on identified children 	<ul style="list-style-type: none"> Nurture provision to continue next year for three afternoons per week Nurture provision critical as part of our Early Help provision 	
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> 4 out of the 8 (50%) Year 6 children who were targeted for Third Space support achieved that expected level One disadvantaged pupil made much better than predicted progress in maths The gap between disadvantaged and non-disadvantaged has reduced greatly this year 	<ul style="list-style-type: none"> Due to the very positive results from 2017/18 and the good results from 2018/19 the Third Space coaching this will continue in 2018/19 Disadvantaged pupils will be targeted for this support when appropriate 	

iii. Other approaches				
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
<ul style="list-style-type: none"> To improve experiences for PP children To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> Subsidise trips, visits and residential visits 	<ul style="list-style-type: none"> Parents continue to respond positively to reduced rates for visits and residential visits Parent take up of reduced rates has been increasing 	<ul style="list-style-type: none"> Continue to provide reduced rates for visits Continue to use ParentPay for visits so that all parents who are entitled for a reduced payment receive it 	£1050
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Talk Time sessions from Action for Children 	<ul style="list-style-type: none"> This provision did not take place as this provision is no longer available in this area 	<ul style="list-style-type: none"> There is a new action for children service that South Derbyshire schools can refer to that is now free The school pay into an Early Help package provided by Children's First which provides Family Support workers 	
Total				£41365