

# Geoffrey Field Junior School

## Pupil premium strategy impact review 2018/19

1. Summary information					
School	Geoffrey Field Junior School				
Academic Year	2018/19	Total PP budget	£211,720	Date of most recent PP Review	Ofsted May 2018
Total number of pupils	360	Number of pupils eligible for PP	155 (43.7%)	Date for next internal review of this strategy	July 2019

Current attainment									
End of KS2 outcomes	2016/17			2017/18			2018/19		
	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP GFJS</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading (higher standard)	60% (8%)	60% (14%)	77% (29%)	73% (14%)	64% (18%)	75% (28%)	59% (20%)	64% (18%)	
% achieving ARE in writing (higher standard)	65% (3%)	66% (10%)	81% (21%)	69% (15%)	67% (11%)	78% (20%)	67% (15%)	67% (11%)	
% achieving ARE in maths (higher standard)	65% (15%)	63% (13%)	80% (27%)	52% (11%)	64% (14%)	76% (24%)	72% (13%)	64% (14%)	
% achieving ARE in grammar, punctuation and spelling (higher standard)	67% (10%)	66% (21%)	82% (36%)	74% (26%)	67% (23%)	78% (34%)	58% (8%)	67% (24%)	
% achieving ARE in reading, writing and maths (higher standard)	43% (3%)	48% (4%)	67% (11%)	48% (5%)	50% (4%)	64% (10%)	54% (2%)	51% (4%)	
progress in reading	-0.9	-0.7	+0.3	-3.0	-0.6	0.3	-2.4	-0.6	
progress in writing	-1.9	-0.4	+0.2	-1.0	-0.4	0.2	-1.1	-0.4	
progress in maths	0.0	-0.6	+0.3	-3.1	-0.6	0.3	-2.3	-0.6	

Desired outcomes				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Impact</i>	<i>Next Steps</i>
<b>A</b>	Improved learning to learn skills and emotional resilience as learners	Pupils settle to work quickly and complete tasks in time give Pupils do not give up easily when faced with new challenges Pupils are less reliant on adult support - they mentally plan their own learning and set themselves personal challenges		PP coaching  CPD Attunement strategies for teaching assistants
<b>B &amp; C</b>	Accelerated progress in reading writing and maths	Attainment gap between PP and nonPP pupils reduced in all cohorts for reading, writing and maths		Continue the practice of reducing the class size in Y6  Continue the practice of allocating an additional TA in upper and lower key stage to provide increase feedback
<b>C</b>	Improved oracy for learning skills	Pupils are able to discuss their own learning Pupils are able to effectively explain their thinking and ideas Pupils are able comment on and politely challenge others' ideas Pupils are able to adapt their speaking style/tone for different situations Pupils are able to adapt their style and level of formality in writing		Train two additional teachers with Voice 21 oracy pioneer project so that each year group has an oracy expert.
<b>D</b>	Improved behaviour target boys in Y4 and Y6	Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime		Continue to provide targeted ELSA support to children identified through behaviour tracking.
<b>E</b>	Increased focus on stretch for higher attaining pupil premium pupils	Increased % pupils working at greater depth in reading, writing and maths	Lower KS2 Upper KS2	Focus on those in lower KS2 who have fallen back compared to KS1  CPD and additional coaching by assistant heads and curriculum lead to ensure that learning is challenging for all
<b>F</b>	Engagement in school life	Pupil questionnaire shows that PP pupils enjoy school as much as other pupils Increased uptake at after school clubs Improved attendance – see F		The percentage of PP pupils participating in extra-curricular clubs is fractionally lower than 2017/18 (35%) so targeted

				place will remain an action for 2019/20. Opportunities to learn a musical instrument
<b>G</b>	Increased attendance rates for pupils eligible for PP, particularly with SEND	Continue to ensure that persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance to 96% (in line with school all pupils)		FW to continue to support families with attendance. Attendance competitions for persistent absent children Whole school attendance competitions EWO involvement with school
<b>H</b>	Raise future aspirations on pupils and improve engagement of parents in supporting learning	Pupils have raised awareness of future learning and job options Parents feel better able to support learning		Improve parental attendance at learning workshops. Expand how we used social media and the school website to disseminate information on supporting learning at home.
<b>I</b>	Early identification and pastoral support for PP pupils with mental health conditions	Successful completion of pastoral support programmes Improved engagement of pupils with identified mental health conditions		Continue to provide tailored pastoral support across the school.

## 2. Planned expenditure

Academic year

2018/19

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	Impact Review	RAG	Next Steps																																																					
B Accelerate progress in reading, writing and maths	<p>Reduced class sizes Y6 for reading and maths in order to provide higher adult/pupil interaction and formative feedback</p> <p>Additional TAs in each cohort –to provide higher adult/pupil interaction and formative feedback</p> <p><u>Maths</u> Implementation of Singapore Maths – maths mastery</p> <p>Maths lead CPD – Singapore Maths</p> <p>Train 2 teachers as Maths Mastery Specialist with BBO Maths Hub</p> <p>Improve mental maths – rapid recall and mental strategies</p> <p>Train 3 teachers maths times table sports programme - cascade</p> <p>Keep up surgeries in maths - picking up errors or misconceptions prior to next lesson</p>	<p>The table below shows the percentage of pupil premium children who made accelerated progress over the course of the academic year (2018/19).</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>10%</td> <td>3%</td> <td>13%</td> </tr> <tr> <td>Year 4</td> <td>5%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Year 5</td> <td>15%</td> <td>21%</td> <td>31%</td> </tr> <tr> <td>Year 6</td> <td>26%</td> <td>45%</td> <td>13%</td> </tr> <tr> <td><b>Total</b></td> <td><b>15%</b></td> <td><b>21%</b></td> <td><b>16%</b></td> </tr> </tbody> </table> <p>A greater number of upper KS2 pupils made accelerated progress than in lower KS2 across reading, writing and maths.</p> <p>The two tables below show the percentage gap between PP and non-PP pupils working at and above the expected standard at the end of the year compared to the beginning, with cells highlighted green indicating a narrowing of the gap.</p> <p>The gap at expected has decreased broadly across the school, especially in terms of maths and the combined score.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">PP Gap Working At the Expected Standard</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>14</td> <td>26</td> <td>17</td> <td>16</td> </tr> <tr> <td>4</td> <td>18</td> <td>17</td> <td>16</td> <td>8</td> </tr> <tr> <td>5</td> <td>11</td> <td>17</td> <td>9</td> <td>11</td> </tr> <tr> <td>6</td> <td>13</td> <td>20</td> <td>22</td> <td>11</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 3	10%	3%	13%	Year 4	5%	5%	5%	Year 5	15%	21%	31%	Year 6	26%	45%	13%	<b>Total</b>	<b>15%</b>	<b>21%</b>	<b>16%</b>	Year	PP Gap Working At the Expected Standard				Reading	Writing	Maths	Combined	3	14	26	17	16	4	18	17	16	8	5	11	17	9	11	6	13	20	22	11		<p>Continue the practice of reducing the class size in Y6</p> <p>Continue the practice of allocating an additional TA in upper and lower key stage to provide increase feedback</p> <p>CPD on mental maths strategies for teachers and TAs</p> <p>Focus on daily assessment in SDP to embed the importance of surgeries to pick up misconceptions</p>
	Reading	Writing	Maths																																																						
Year 3	10%	3%	13%																																																						
Year 4	5%	5%	5%																																																						
Year 5	15%	21%	31%																																																						
Year 6	26%	45%	13%																																																						
<b>Total</b>	<b>15%</b>	<b>21%</b>	<b>16%</b>																																																						
Year	PP Gap Working At the Expected Standard																																																								
	Reading	Writing	Maths	Combined																																																					
3	14	26	17	16																																																					
4	18	17	16	8																																																					
5	11	17	9	11																																																					
6	13	20	22	11																																																					

Reading

Peer teaching reading programme Y6 and Y4

Reciprocal reading

1:1 /small group TA interventions

Writing

Small group/1:1 editing and redrafting writing

Raise profile of writing across the school to increase engagement

The gap between pupils working at the higher standard has decreased in writing and maths although reading, especially in lower school, has not dropped.

Year	PP Gap Working Above the Expected Standard			
	Reading	Writing	Maths	Combined
3	10	0	5	3
4	14	11	14	9
5	6	-1	5	2
6	4	3	6	4

The overall percentage of PP pupils working above the expected standard has increased considerably in upper school over the course of the year, with writing seeing the largest increase in attainment.

Year	% of PP children working Above Expected							
	Reading		Writing		Maths		Combined	
	2018	2019	2018	2019	2018	2019	2018	2019
5	18%	28%	5%	18%	10%	21%	3%	13%
6	24%	26%	4%	17%	7%	4%	4%	4%

Reduced Class Sizes

The reduced class sizes in year 6 had a positive impact on the % of children achieving accelerated progress.

The most dramatic accelerations were in writing where the use of an additional TA to provide in-depth feedback strongly influenced progress (*almost half of PP children made accelerated progress in Y6 in writing*).

Maths

In maths, the year groups that have the highest percentages of accelerated progress are those where our Maths Mastery Specialists are located (Y5 31% acc / Y6 13% acc).

Continue peer reading in Y4 and Y6

Introduce Reading tracker to improve precision teaching

Review the teaching of phonics and identify those needing additional support

<p>C Improved oracy for learning skills</p>	<p>Train two teachers and HT with Voice 21 regional oracy project – cascaded to all staff</p> <p>Audit school oracy provision and pupil skills and adapt teaching of oracy in response to outcomes</p>	<p>Two teachers have completed the Voice21 oracy leadership programme and have trained all teaching staff in integrating exploratory and presentational talk into curriculum planning.</p>		<p>Train two additional teachers with Voice 21 oracy pioneer project so that each year group has an oracy expert.</p>																																																													
<p>E Increased focus on stretch for higher attaining pupil premium pupils</p>	<p>Raising awareness of HA PP based upon KS1 prior attainment</p> <p>Maths and reading leads support team planning</p> <p>Reading year group cluster twilights – all teachers sharing best practice in inference and vocabulary teaching and learning</p> <p>Improve challenge of reading resources available to Y3 and Y4 HA Readers</p>	<p>The percentage of pupils working above the expected standard increased in upper key stage two although fell broadly across lower key stage two.</p> <table border="1" data-bbox="880 544 1630 802"> <thead> <tr> <th rowspan="3">Year</th> <th colspan="8">% of PP children working Above Expected</th> </tr> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>37%</td> <td>16%</td> <td>17%</td> <td>10%</td> <td>27%</td> <td>13%</td> <td>10%</td> <td>3%</td> </tr> <tr> <td>4</td> <td>40%</td> <td>33%</td> <td>8%</td> <td>5%</td> <td>5%</td> <td>13%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>5</td> <td>18%</td> <td>28%</td> <td>5%</td> <td>18%</td> <td>10%</td> <td>21%</td> <td>3%</td> <td>13%</td> </tr> <tr> <td>6</td> <td>24%</td> <td>26%</td> <td>4%</td> <td>17%</td> <td>7%</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> </tbody> </table>	Year	% of PP children working Above Expected								Reading		Writing		Maths		Combined		2018	2019	2018	2019	2018	2019	2018	2019	3	37%	16%	17%	10%	27%	13%	10%	3%	4	40%	33%	8%	5%	5%	13%	5%	5%	5	18%	28%	5%	18%	10%	21%	3%	13%	6	24%	26%	4%	17%	7%	4%	4%	4%	<p>Lower KS2</p> <p>Upper KS2</p>	<p>CPD and additional coaching by assistant heads and curriculum lead to ensure that learning is challenging for all</p>
Year	% of PP children working Above Expected																																																																
	Reading			Writing		Maths		Combined																																																									
	2018	2019	2018	2019	2018	2019	2018	2019																																																									
3	37%	16%	17%	10%	27%	13%	10%	3%																																																									
4	40%	33%	8%	5%	5%	13%	5%	5%																																																									
5	18%	28%	5%	18%	10%	21%	3%	13%																																																									
6	24%	26%	4%	17%	7%	4%	4%	4%																																																									

**Total budgeted cost**      **£138 140**

**ii. Targeted support**

Desired outcome	Chosen action/approach	Impact Review	RAG									
<p>A. Improved learning to learn skills and emotional resilience as learners</p>	<p>Staff training coaching to improve learning to learn skills</p> <p>Half term 1:1 coaching and target setting conversations with class</p>	<p>This shows the pupils who made expected progress over the course of the academic year. Maths shows the most positive impact of the pupil premium coaching with the exception of year 3.</p> <table border="1" data-bbox="880 1425 1641 1465"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Reading	Writing	Maths						<p>Pupil premium coaching to be the whole school TA performance management target for 2019/20</p>
	Reading	Writing	Maths									

<p>teacher focussing on learning to learn skills TAs use Attunement Strategy (metacognition)– target PP pupils in every class</p> <p>Ufton Outdoor Adventure visits - focus on emotional resilience or leadership skills</p>		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum		
	Year 3	86%	77%	74%	86%	65%	67%	76%	61%	67%		
	Year 4	80%	82%	79%	80%	76%	79%	84%	82%	84%		
	Year 5	77%	82%	74%	80%	90%	74%	95%	90%	95%		
	Year 6	74%	72%	77%	78%	70%	79%	65%	44%	72%		
<p>As part of the teaching assistants performance management, embedding the principles of 'Maximising the Impact of Teaching Assistants' (MITA) programme was a whole school target.</p>												

B.  
Accelerate progress  
in reading, writing  
and maths

1:1 coaching conversations with  
pupils focussed on pupils with  
already good learning to learn skills

1:1 maths online coaching  
programme

ABC To Read – additional weekly  
reading sessions with external  
reading support

Y6 after school booster reading and  
maths

33% of children who attended the maths and 17% of those who  
attended the reading Y6 after school booster sessions made  
accelerated progress. The SATs results show a

Y6 SATS	Percentage Achieving <u>Above</u> the Expected Standard			
	School	Local (Reading)	National	School (2018)
Reading (SATs Test)	20%	14%	18%	14%
Maths (SATs Test)	13%	13%	14%	11%

The results from the SATs results further demonstrate a good  
improvement in the percentage of PP children working above  
the expected standard, being generally above or in line with  
local and national data as well as lying above the previous  
year's results.

	Year 5 (6 pupils)	Year 6 (13 pupils)
Expected or greater progress	84% (5)	92% (12)
Accelerated progress	17% (1)	15% (2)
Expected progress	67% (4)	77% (10)

The 1:1 maths online coaching programme ensured that the  
vast majority of selected PP pupils made at least expected  
standard.

The percentage making accelerated progress was lower than  
hoped but all pupils who took part demonstrated increased  
levels of confidence in the classroom.

Continue with the 1:1 maths  
online coaching programme,  
with careful consideration of  
pupils selected.

Continue with Y6 after school  
booster reading and maths



G  
Increased attendance rates for pupils eligible for PP, particularly with SEND

- Family worker and SENCO support
- Engaging pupils in wider aspect of school life e.g. clubs, responsibilities
  - Setting individual termly targets for each pupil
  - Pupil self-registration
  - Weekly liaison with parents and home visits
  - Liaison with EWO
  - Tracking and reward resources

As a school, attendance was broadly in line with national statistics (95.6%). Pupil premium attendance was, however, again stronger than national figures.

PP 95.04  
Non PP 97.1%

	Overall attendance %						Persistent absence within pupil groups (below 90%)					
	2016/17		2017/18		2018/19		2016/17		2017/18		2018/19	
	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
PP Pupils	95.1	94.5	95.2	94.3	95.0			15.7%	13.1%	16.5%	3.9%	

The biggest headline was the significant drop in the percentage of pupil premium children who were persistently absent. The data improved dramatically within the school over the course of the year (from 13.1% in 2017/18 to 3.9% in 2018/10). The number of persistently absent pupil premium children is well below that of national data.

FW to continue to support families with attendance.

Attendance competitions for persistent absent children

Whole school attendance competitions

EWO involvement with school

<p>D Improve behaviour and emotional resilience, particularly boys in Y4 and Y6</p>	<p>Family worker support ELSA group support</p> <ul style="list-style-type: none"> <li>- Targeted emotional support with ELSA</li> <li>- Lunch club + chess</li> <li>- Targeted work with families</li> <li>- Parenting workshop</li> </ul>	<p>Through targeted support (ELSA, lunch time alternatives, split-lunches, etc...), we saw an improvement in year 4 and 6 behaviour over the course of the year.</p> <table border="1" data-bbox="882 245 1632 619"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Autumn</th> <th colspan="4">Spring</th> <th colspan="4">Summer</th> </tr> <tr> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Behaviour Entries Logged</td> <td colspan="2"></td> <td>64</td> <td>59 92%</td> <td>34</td> <td>19 56%</td> <td>44</td> <td>22 50% ↓</td> <td>23</td> <td>12 52%</td> <td>55</td> <td>16 29% ↓</td> </tr> <tr> <td>Discrimination Incidents</td> <td>10</td> <td>5 50%</td> <td>2</td> <td>0 0%</td> <td>5</td> <td>4 80%</td> <td>4</td> <td>2 50%</td> <td>3</td> <td>1 33%</td> <td>7</td> <td>2 29%</td> </tr> <tr> <td>Bullying Incidents</td> <td>0</td> <td>0 0%</td> <td>0 0%</td> <td>0 0%</td> <td>3</td> <td>2 66%</td> <td>1</td> <td>0 0%</td> <td>0</td> <td>0 0%</td> <td>0</td> <td>0 0%</td> </tr> </tbody> </table>		Autumn				Spring				Summer				2017/18		2018/19		2017/18		2018/19		2017/18		2018/19			All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	Behaviour Entries Logged			64	59 92%	34	19 56%	44	22 50% ↓	23	12 52%	55	16 29% ↓	Discrimination Incidents	10	5 50%	2	0 0%	5	4 80%	4	2 50%	3	1 33%	7	2 29%	Bullying Incidents	0	0 0%	0 0%	0 0%	3	2 66%	1	0 0%	0	0 0%	0	0 0%		<p>Continue to provide targeted ELSA support to children identified through behavior tracking.</p>
	Autumn				Spring				Summer																																																																								
	2017/18		2018/19		2017/18		2018/19		2017/18		2018/19																																																																						
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP																																																																					
Behaviour Entries Logged			64	59 92%	34	19 56%	44	22 50% ↓	23	12 52%	55	16 29% ↓																																																																					
Discrimination Incidents	10	5 50%	2	0 0%	5	4 80%	4	2 50%	3	1 33%	7	2 29%																																																																					
Bullying Incidents	0	0 0%	0 0%	0 0%	3	2 66%	1	0 0%	0	0 0%	0	0 0%																																																																					

<p>I. Early identification and pastoral support for PP pupils with mental health conditions</p>	<p>SENCO support Family worker support Targeted 1:1 support with ELSAs Parenting support</p>	<p>ELSA trained in every area</p> <table border="1" data-bbox="882 778 1632 1023"> <thead> <tr> <th colspan="8">Type of support</th> </tr> <tr> <th>Anxiety</th> <th>Friendship</th> <th>Positive mind-set</th> <th>Anger Management/Managing emotions</th> <th>Self esteem</th> <th>Nurture</th> <th>Divorce</th> <th>Bereavement</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>4</td> <td>7</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Type of support								Anxiety	Friendship	Positive mind-set	Anger Management/Managing emotions	Self esteem	Nurture	Divorce	Bereavement	8	3	4	7	1	2	2	1		<p>Continue to provide tailored pastoral support across the school.</p>
Type of support																												
Anxiety	Friendship	Positive mind-set	Anger Management/Managing emotions	Self esteem	Nurture	Divorce	Bereavement																					
8	3	4	7	1	2	2	1																					

**Total budgeted cost      £63 020**

**iii. Other approaches**

Desired outcome	Chosen action/approach	Impact Review	RAG	Next Steps								
<p>E. Increased participation in wider school life</p>	<p>Targeted funded places at after school clubs and on visits/trips and residential visits</p> <p>Opportunities to learn a musical instrument</p>	<p>Through priority places and targeting children who had were not participating in extra-curricular clubs, the percentage of pupil premium children filling extra-curricular clubs increased over the year.</p> <table border="1" data-bbox="882 1374 1632 1474"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Total number of places filled in clubs</td> <td>301</td> <td>244</td> <td>264</td> </tr> </tbody> </table>		Autumn	Spring	Summer	Total number of places filled in clubs	301	244	264		<p>The percentage of PP pupils participating in extra-curricular clubs is fractionally lower than 2017/18 (35%) so targeted place will remain an action for 2019/20.</p> <p>Opportunities to learn a musical instrument</p>
	Autumn	Spring	Summer									
Total number of places filled in clubs	301	244	264									

		<table border="1"> <tr> <td>Total number of places filled in clubs by pupil premium children</td> <td>91</td> <td>73</td> <td>86</td> </tr> <tr> <td>% of places filled by pupil premium children</td> <td>31%</td> <td>30%</td> <td>33%</td> </tr> </table>	Total number of places filled in clubs by pupil premium children	91	73	86	% of places filled by pupil premium children	31%	30%	33%		
Total number of places filled in clubs by pupil premium children	91	73	86									
% of places filled by pupil premium children	31%	30%	33%									
G, Raise future aspirations on pupils and improve engagement of parents in supporting learning	<p>Links with and visits to University of Reading</p> <ul style="list-style-type: none"> <li>- Public speaking</li> <li>- Poetry competition</li> </ul> <p>Y5 inspire careers week – work experience in arrange of businesses in Reading</p> <p>Termly curriculum leaflet sent home outlining learning for each year group</p> <p>Learning together in school sessions</p> <p>Workshops for parents</p> <p>How we teach reading and maths videos on website and used at workshops</p>	<p>Links maintained with the University of Reading:</p> <ul style="list-style-type: none"> <li>• All of Y5 visited Reading University</li> <li>• Victorious in the Public Speaking Competition 2019</li> <li>• Competed in the Poetry Competition</li> </ul> <p>Y5 inspire week expanded, involving visitors in to school and external trips to local businesses.</p> <p>Parent workshops on times tables ran twice over the year and attracted over 60 parents combined.</p>		<p>Improve parental attendance at learning workshops.</p> <p>Expand how we used social media and the school website to disseminate information on supporting learning at home.</p>								
<b>Total budgeted cost</b>				<b>£10 560</b>								