

1. Summary information					
School					
Academic Year	2017/2018	Total PP budget	£27 140	Date of most recent PP Review	Nov 16
Total number of pupils	421	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Nov 17

2. Current attainment 2016-2017		
	<i>Pupils eligible for PP (your school)</i>	<i>All Children (Nationally)</i>
	4 pupils	
% achieving age related expectations at end of Key Stage 2 (reading)	100%	71%
% achieving age related expectations at end of Key Stage 2 (writing)	100%	76%
% achieving age related expectations at end of Key Stage 2 (maths)	100%	75%
% achieving age related expectations at end of Key Stage 2 (R,W,M)	100%	61%
% making at least expected progress by the end of Key Stage 2 (reading)	100%	
% making at least expected progress by the end of Key Stage 2 (writing)	100%	

% making at least expected progress by the end of Key Stage 2 (maths)	100%	
	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Key Stage 1 (reading)	50%	76%
% achieving age related expectations at end of Key Stage 1 (Writing)	0%	68%
% achieving age related expectations at end of Key Stage 1 (Maths)	50%	75%
% achieving age related expectations at end of Key Stage 1 (R,W,M)	0%	
	<i>Pupils eligible for PP (your school)</i> 4 pupils	<i>All Children (Nationally)</i>
% obtaining GLD by the end of EYFS	33%	69%
	<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
% passing phonics check by end of Year 1	100%	80%

	<i>Pupils eligible for PP (your school)</i> 4 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 1	Reading – 100% Writing -100% Maths – 75%	
	<i>Pupils eligible for PP (your school)</i> 3 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 3	Reading – 66% Writing- 66% Maths- 100%	
	<i>Pupils eligible for PP (your school)</i> 3 pupils	<i>All Children (Nationally)</i>
% achieving age related expectations at end of Year 4	Reading – 0% Writing - 0%	

		Maths – 0%	
		<i>Pupils eligible for PP (your school)</i> 2 pupils	<i>All Children (Nationally)</i>
		Reading –50% Writing -0% Maths – 0%	
% achieving age related expectations at end of Year 5			
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.	Attendance and punctuality		
B.	Children joining after EYFS		
C.	Low attainment in literacy and numeracy		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Emotional resilience/Growth mindset		

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children will make at least expected progress in reading. (Rapid reading intervention)	Reading ages tracked
B.	Children will make at least expected progress in maths (Maths intervention and support)	PUMA tests scores
C.	Children will develop emotional resilience (targeted ELSA, [play therapy, small group support and Jigsaw)	Child conference

5. Planned expenditure

Academic year	2017/2018
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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?
Emotional resilience and positive learning behaviours. To foster a sense of community	Continue Jigsaw scheme of work. Work in collaboration with 'Pride in Play' and play therapist to mentor pupils to promote positive behaviour and increase cooperative	Children are only able to learn if they feel safe, secure and supported in the whole class. Well being, emotional resilience and mental health are increasingly important. Using play to promote positive behaviours in children.	INSET and training. Walk through observations Pupil conference and course feedback.	RB/HC Pride in Play SMv	Child conference (mid term) Supervision meeting with providers (mid term)

	and team building skills.				
Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.	To update assessment resources and training.	Use summative assessments to support formative assessments to track progress and allow targeted intervention for individuals or groups of children.	Pupil progress meetings Data collection and analysis Quality first teaching Use of PUMA and PIRA assessments	AP VD HC	Six times a year Pupil Progress meetings
Total budgeted cost					£ 11,460
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?
Children close the gap in maths learning.	To continue to use Edge Hill's maths intervention programmes to enable children to diminish the difference in maths.	Statistical evidence of success CPD for TAs Making the most effective use of TAs. Ten week intervention to support QFT	Clear timetable and expectations. Entry and exit criteria to measure impact and progress.	AGC	Three times a year Pupil progress meetings
Children close the gap in reading	To use rapid reading intervention to enable children to diminish the difference in reading.	Statistical evidence of success CPD for TAs Making the most effective use of TAs.	Clear timetable and expectations. Entry and exit criteria to measure impact and progress	MW	Three times a year Pupil progress meetings

Children to build emotional resilience, sense of community and positive behaviour skills.	To work with Pride in Play to enhance behaviour for learning skills. Mentoring and group work will develop cohesion and promote positive behaviours.	Improve behaviour and motivation for learning in class. Increase the sense of community amongst some children. Learning through play to enhance skills.	Walk through observations Child conferences Parent feedback Entry/exit criteria?	SLT PinP	Pupil progress meetings
Total budgeted cost					£ 16,209.34
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?
Parents and children are supported to enable children to make progress	UPS responsibility Pupil Premium lead	Parents and children have a point of contact within school. Working together will boost progress.	Parent meetings scheduled three times a year. Appraisal targets	AP	Mid year review Pupil progress meetings
To allow all children to participate and benefit from trips to enrich the curriculum. These trips include residential trips in Y4,Y5 and Y6 and day trips throughout the	Each PP child in Y4,Y5 and Y6 will have the opportunity to apply for a percentage discount of the full price residential trip.	All children will have the opportunity to participate and have opportunities to -support achievement -develop independence, resilience, self confidence and well being. -boost cohesion and a sense	Discussions with parents	AP JW DS	Conferences following residential visit Teacher feedback Parent feedback

school.		of belonging			
To increase attendance figures for PP children to ensure that maximum attendance is reflected in academic achievement	To offer use of WHOOP breakfast and after school club facilities at a reduced rate. DH to monitor attendance termly	Children need to have regular school attendance to ensure academic and social achievement as each day's learning builds on what has been learnt before.	DH to monitor attendance and inform parents of below 90% attendance. SK to plan for children during WHOOP sessions.	HC SK	Pupil progress meetings Termly attendance reports Parent meetings during the year
To support families and children to make more than expected progress through good home support	Funding gingerbread club Funding emotional support interventions (ELSA) .	Children receive appropriate support in school that they can transfer to other settings. Parents are supported to help children make progress.	Appraisal targets Children and parent questionnaires.	CH AP RS JC	Child conference Pupil Progress meetings Parent feedback.
Total budgeted cost					Total £ 6933.00

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
Emotional resilience and positive learning behaviours. To foster a sense of community.	Embed Jigsaw scheme of work and fund workshops eg SARI and anti bullying	<p>Jigsaw impact report showed that all children especially in Y1-4 benefitted from both class and assembly based Jigsaw lessons and were enthusiastic about continuing with the programme.</p> <p>Unique Voice (Anti bullying) visited the school to perform and undertake workshops in each class for two days in November 2016. Children actively involved and feedback from Unique Voice extremely positive.</p>	<p>Continue to provide Jigsaw to the children through lessons and assembly work.</p> <p>Impact report undertaken in July 2017. Children suggested some changes which will be put into place for 2017-8.</p> <p>Invite UV back to school November 2018.</p>	£3,798
Quality first teaching is supported through assessment to enable all groups of children to make at least expected progress.	To update assessment resources and training	<p>Purchased PUMA assessment, NFER and Vernon assessments. Trained new staff to use the tools.</p> <p>New system of termly assessment weeks implemented.</p> <p>Targeted intervention identified earlier for individual children.</p>	Continue with termly assessment weeks. Staff informed of agreed assessment weeks during academic year 2017-18. Purchased PIRA (reading test) for the next academic year to be used alongside PUMA for targeting individual children for intervention.	£2,500

Quality first teaching is supported through summative assessment to enable all groups of children to make at least expected progress.	Purchase- PUMA maths assessment PIRA reading Continue to use NfER and Vernon	There is not enough data to support ascertainment that summative assessments speed progress but whole school summative assessment support teacher assessments to ensure there is consistency in learning and gaps are picked up quickly.	The summative assessments will be embedded in the assessment plan and will be reported to parents together with targets.	£3,700
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 £20,073
Children close the gap in maths learning.	To use Edge Hill's maths intervention programmes to enable children to diminish the difference in maths.	High impact for the majority of children. All children made more progress than chronological expectations and is detailed in tracking data. TAs benefitted from additional training which was brought back into the classroom.	Prioritise PP children for this second year of intervention.. The challenge is to ensure this translates into the classroom.	£7000
Children to close the gap in reading.	To use rapid reading intervention to enable children to diminish the difference in reading.	High impact for the majority of children. All children made more progress than chronological expectations and is detailed in tracking data. TAs benefitted from additional training which was brought back into the classroom. Evidenced through NfER and spelling age test.	Prioritise PP children for this second year of intervention.. If PP have already had intervention, then TAs continue to load books on line for parents to access. The challenge is to ensure this translates into the	£13,073

		Successfully run by TAs and supported by the majority of parents at home. Improved parental engagement.	classroom. Nessy learning to continue into 2017-18 also	
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 £9,550
Parents and children are supported to enable children to make progress	UPS responsibility Pupil Premium lead	Parents and children now have a point of contact within school. Successful working relationships were formed to boost family support and progress in class. UPS lead met PP parents during every parents evening and was always available through email contact.	Really successful. UPS lead now class teacher rather than PPA teacher so we need to think about how to continue support for PP families.	£2500
To support curriculum enrichment activities to support learning in the classroom.	With agreement from PP lead, each child was allocated an amount of money.	Children felt supported to take part in school life and will benefit from enrichment thereby supporting progress in lessons. This might include music lessons, residential visits and clubs and whole school experiences.	This still remains a high priority in supporting vulnerable learners to make progress. During this process we involved parents and have assessed impact. Based on this data and feedback we will now offer even more targeted support so that it directly impacts on curriculum progression.	£7050

