

Pupil Premium Proposed Spending for Spend 2017/18~ £117,480

TOTAL £131,591

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support and close the attainment gap between disadvantaged pupils and their peers.

In the 2016 to 2017 financial year, the school received £1300 per primary pupils who are currently eligible for free school meals (FSM) or has been eligible for FSM in the past 6 years (FSM 'Ever 6').

A higher rate of £1900 for looked-after children was introduced and the eligibility criteria was extended to include those pupils who have been in care for one day or more, as compared with the six months in care currently required.

Schools will also receive £1900 for eligible pupils who have been registered on the school census as having been adopted from care or leaving care under a special guardianship or residence order.

The service premium will continue to be extended so that in 2017 to 2018, any pupil in reception to year 11 who has been flagged as a service child since 2011 will continue to receive the premium ('Ever 4' measure). The service child premium will be paid to schools at the rate of £300 per pupil.

The PPG is not 'ring-fenced' and schools are free to spend it as they wish but need to demonstrate that the expenditure is contributing to closing performance gaps between children who experience social disadvantage and others. The grant is intended to benefit children who are currently in school.

Areas for Development <b>Barrier</b> <b>Proposed Impact</b>	Strategy	Cost	Evaluation	Impact
<p>Attainment and Progress in Early Years</p> <p>Too Few Disadvantaged pupils are reaching a Good Level of Development. Children come in below expected level with very few life experiences and poor communication skills</p> <p>Improve the quality of adult led teaching</p>	<p>To audit the training needs of EYs staff.</p> <p>To develop an Early Years induction policy</p> <p>To review the EYs curriculum</p> <p>To monitor improvements to the quality of teaching in Early Years.</p> <p>To reorganise the Early Years setting to allow for differentiation and challenge.</p> <p>To ensure that relevant opportunities for learning are clearly identified in planning.</p> <p>To carry out an audit of EYs resources.</p> <p>To reflect in planning what adults will be teaching in focus activities.</p> <p>To plan specific learning activities and opportunities for the outside space.</p> <p>To upskill staff with respect to planning and delivery of learning experiences for two year olds.</p> <p>To ensure that the CPD needs of the EY leader are met.</p> <p>To develop links with other Nurseries.</p> <p>To complete accurate baseline assessments on entry to Nursery</p>	<p>TA Time £19,918</p> <p>Speech and Language Support £6,776</p> <p>Electronic learning journals £105</p>	<p>Due to the induction policy being consistently applied, children begin EYFS prepared for sessions and familiar with the surroundings and staff.</p> <p>Through local LEA support , provision has improved and staff deployment now supports children to make appropriate progress and prepare them.</p> <p>Following a recent appointment the new EYFS lead is continuing to develop the experience our children receive and lead a strong team ensure all children know and can reach their next steps.</p> <p>The tracking system now supports 2yr old, nursery and Reception tracking and learning journals support</p>	

	<p>To put rigorous assessment procedures in place.</p> <p>To ensure a tracking system is in place.</p> <p>To ensure the EYs team understand the Assessment &amp; tracking system and procedures.</p> <p>Assessments are used to inform planning/ identify children's needs.</p> <p>Assess/ review the current use of Learning Journals.</p>		<p>evidence which is moderated with the local cluster of schools and by the LEA.</p> <p>GLD 2015 56% 2016 52% 2017 75% 2018 70%</p>
<p>Attainment and Progress in reading writing and maths</p> <p>Too few Disadvantaged pupils make expected progress in reading, writing and maths. Parents struggle to engage with school and many do not have the skills to help their children with basic skills.</p> <p>Progress and Attainment of Disadvantaged pupils improves</p>	<p>Scrutiny of English books</p> <p>Develop guided reading/ individual records to monitor</p> <p>Review the reading policy</p> <p>English lesson observations to be carried out.</p> <p>Additional support/ PD to be given to staff in KS1 relation to differentiation.</p> <p>Ensure new and existing staff continue to develop skills of differentiation in current or new year groups</p> <p>All staff to differentiate three ways in English and Maths lessons appropriate for children's needs.</p> <p>To ensure grammar and punctuation is being applied in topic and science books</p> <p>For all staff to receive a planned programme of CPD in Mathematical reasoning and problem solving.</p> <p>To review the policy for the teaching of maths within school.</p> <p>To investigate resources which could be used to further develop mathematical reasoning and problem solving.</p> <p>To monitor the teaching of mathematical reasoning and problem solving in school.</p> <p>To identify areas of good practice within school and other local schools which can be shared with staff.</p> <p>To enquire about involvement in projects with the Local Maths Hub.</p>	<p>TA Time £32,484</p> <p>Teaching Time £28,947</p> <p>Junior Librarian Abacus Maths School Radio £5,142</p>	<p>We now have a half term monitoring system in place where books / planning and teaching is monitored.</p> <p>Policies and procedures have been updated in regards to Reading and Maths.</p> <p>Differentiation is now clearly evident in planning and in books.</p> <p>Rec &amp; KS1 staff have comprehensive reading records which ensures children are accessing appropriate reading levels and volunteers support the fluency of reading by listening to younger readers,</p> <p>School have signed up to an Teacher Research Group with the local maths hub to develop fluency in maths but continue to target daily reasoning and problem solving skills.</p> <p>Pupil progress Reviews identify vulnerable groups or</p>

	<p>Problem solving and reasoning skills to be taught with increased regularity.</p> <p>Less experienced staff observe problem solving lessons</p> <p>To identify the LA and HA pupils (reading) within each yr group through the school's tracking system.</p> <p>To identify the areas of weakness in reading assessments for each cohort/ individual child.</p> <p>Staff training linked to the teaching of reading to upskill staff knowledge of reading content domains.</p> <p>English planning scrutiny between staff to review differentiation.</p> <p>Reading at greater depth course for identified staff.</p> <p>Review of library books to be carried out</p> <p>Review of English LTP</p> <p>Toe by Toe to begin for Y5/6 LA pupils new to the school/ new Y3 pupils who might benefit from this</p>		<p>individuals who are underperforming and intervention has been introduced though the employment of 2 HLTA to diminish the gap.</p> <p>Staff have re-evaluated class texts to ensure they are cohort relevant and MTPs support these changes to ensure the rest of the curriculum is broad and balanced and meeting the needs of our children.</p> <p>KS2 progress in writing was significantly above average and in the top 10%</p>
<p>Attendance</p> <p>Too many Disadvantaged pupils have attendance which is lower than that of National Expectations. Some parents continue to take their children out of school on holidays and prefer to keep children off school for minor ailments and illnesses.</p> <p>The attendance of disadvantaged pupils is in line with that of National Expectations.</p>	<p>Appoint an attendance officer from current office staff</p> <p>The HT and Attendance Officer to attend training on Attendance management.</p> <p>Collate information on absence and unauthorised absence following OFSTED</p> <p>Review the attendance policy and procedures</p> <p>Discovery module to be added to HT and A.O. computer with HT to attend training</p> <p>Review letters in line with attendance toolkit and upload on SIMS for use in September</p> <p>Produce case studies to support improvements</p> <p>Half termly attendance updates for parents</p> <p>Introduce Late letters following tracking converting minutes into school sessions</p>	<p>Attendance Officer £3,779</p>	<p>Following a re-deployment of staff responsibilities we now have a named person who tracks and follows up on absence and persistent absence.</p> <p>We are tracking PP and Other pupils and have updated our policy to ensure there is no slippage regarding medical appointments,</p> <p>Case studies and clear monitoring show the interventions we use to support families and meetings and the impact it is having on attendance.</p>

	<p>Celebration letters to support parents when attendance improves and postcards to children</p> <p>Assembly to highlight reasons for attendance</p> <p>98% threshold for half termly certificates and prizes</p>		<p>The children enjoy receiving certificates and monetary rewards for good attendance and this is celebrated with parents and governors.</p> <p>The discovery model on SIMs is also ensuring data is accurate but we still struggle with transient pupils who can have a negative effect on school attendance figures but are supported through welfare and TAFs.</p>
<p>Social and emotional wellbeing</p> <p>Many Disadvantaged pupils exhibit poor mental health and emotional well-being. Many parents have mental health and substance abuse issues which affect their children.</p> <p>The academic progress and attainment of vulnerable disadvantaged pupils improves</p>	<p>To establish a Young carers group and receive the Young Carers Charter</p> <p>To introduce Lego therapy as a strategy to support vulnerable pupils</p> <p>To ensure school keep up to date by staff attending network meetings</p> <p>To use the EWAL team to support vulnerable pupils through staff training/ pupil assessment and intervention</p> <p>To support LAC and vulnerable pupils through the use of a school councillor.</p> <p>To develop the resilience / perseverance of pupils and staff through engagement in a resilience project led by Public Health.</p>	<p>TA Time £11,669</p> <p>Teaching Time £16,971</p> <p>Councillor time £2,300</p> <p>EWAL SLA £3,500</p>	<p>The Young carers group is now well established and supports identified young carers and also vulnerable pupils.</p> <p>The school councillor now works half a day each week and supports LAC as well as other identified vulnerable pupils.</p> <p>The EWAL team have supported 6 pupils who have had a number of Fixed term exclusions identify issues which school have acted upon.</p> <p>Lego therapy is very successful and 15 identified pupils have accessed this therapy and their behaviour has generally improved</p> <p>Detention Overview 2016~17 ~ 219 Detention Overview 2017~18 ~ 152</p>