

1. Summary information				
Academic Year	2017/2018	Total PP budget	£ 283,640	
Total number of pupils	690	Number of pupils eligible for PP	205	

2. Current attainment
See current pupil premium tracking

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Historical poor quality teaching has led to gaps in learning and misconceptions
B.	Gaps in Mathematical skills and knowledge
C.	Reading a range of literature
D.	Children entering Nursery and Reception with poor language skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance rates for pupil premium children are currently below the school target of 96%. Pupil premium children also arrive at school late when compared to arrival of non-pupil premium children
F.	Parental links/support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress and attainment for pupil premium children	All teaching is at least consistently good. Children have daily quality first teaching Gaps in learning and misconceptions addressed
B.	Improved progress and attainment in maths	All teaching is at least consistently good. Children have daily quality first teaching Gaps in learning and misconceptions addressed
C.	Children reading and understanding a range of texts more regularly	Increased number of texts read and understood Range of texts read and understood
D.	Improve language skills for children in EYFS	Children make rapid progress from starting points across EYFS and are able to meet age related expectations at the end of Reception

<b>E.</b>	Increased attendance rates for pupil premium children	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to at least 96%.
<b>F.</b>	Equipping parents to effectively support children	Family learning opportunities support teaching and learning

## 5. Planned expenditure

**Academic year**                      **2017-2018**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress and attainment for pupil premium children	Regular CPD and team teaching/ support provided by AHTs	Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment. Evidence from work last year showed that where this happens consistently it secures good teaching and learning.	Clear monitoring and evaluation of colleagues by AHTs leads to specific actions for improvement. AHTs plans are monitored weekly by DHT. AHTs provide weekly support and expertise to colleagues. Regular reviews to ensure that teaching is improving.	AHTs (team teaching and CPD)  MiW (monitoring)	½ termly reviews
Improved progress and attainment for pupil premium children	Qualified experienced teacher to provide additional teaching for key pupil premium children and to work alongside the classteachers to accelerate the progress of children	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. This method will not only improve outcomes for children but will work as staff development for the teacher ensuring that long term sustainable gains are made. We saw some benefits from this approach last year.	All teachers to be managed and supported through effective performance management. Team leaders and Phase leaders work together for greater accountability.	EW/MiW	½ termly reviews

Improved outcomes for PP children in maths	High quality CPD Team teaching Use of digital technologies (My maths, timestables Rockstars)	High quality teaching and quality first teaching is needed to raise attainment (NFER) Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).Evidence suggests that technology should be used to supplement other teaching.	Maths lead to organise training for staff in using the relevant programmes. Maths lead to organise and deliver high quality CPD. Support and training for parents and children in how to make the best use of technology at home.	MM	Monthly reviews
Improved outcomes for PP children in reading	Monitoring of agreed approaches and procedures. Use of digital technologies (Bug Club, Kindle) to support learning at home and school	Procedures are now in place for developing reading, these procedures can be effectively supported and enhanced through better use of digital technologies. Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).Evidence suggests that technology should be used to supplement other teaching.	Training for staff in using the relevant programmes. Support and training for parents and children in how to make the best use of technology at home. AHTs to monitor use and impact within their phase.	NLB	½ termly reviews
<b>Total budgeted cost</b>					127,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve language skills for children in the EYFS	EYFS staff to deliver Wellcomm interventions  Support staff to deliver specific speech and language programmes  Language packs for parents to use at home  Yoga bugs	Some of the children need targeted support and additional intervention in order to catch up and fully prepare them to access the next stage in learning. These programmes will prepare children for the next stage in their education and provide them with the necessary building blocks.	EYFS AHT to monitor and evaluate the intervention programme regularly ensuring the groups meet needs.  SENCo to monitor and evaluate the speech and language provision delivered in school meets advice and guidelines from external agencies.	RM/LW  LM (DT)	June 2018

Improved progress and attainment for more able children	Weekly small group sessions in English/ maths for high-attaining pupils with experienced teacher.	We want to provide extra support to promote and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Impact to be overseen by DHT who will monitor provision through weekly monitoring information provided by the AHTs	AO	May 2018
Improved progress and attainment for pupil premium children	1:1 10 week programmes for targeted children with an experienced teacher.	EEF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress, especially when this is with highly qualified staff. We have secured a highly qualified member of staff to take on this role. Her track record in securing progress is positive.	Impact to be overseen by DHT. Plans to be delivered after consultation with classteacher to ensure gaps in learning are addressed.	SJB	May 2018
Improved progress and attainment for pupil premium children	Workshops to engage parents and further develop skills to be able to support and work with children at home.  Provision of resources to support and extend home learning opportunities.	Experience shows that children make better gains if their learning is reinforced and supported outside the school day. Workshops will be provided to support parents with how best to support their child at home. School library and IT suite will be available for children to make use of these facilities outside of lesson times.	Impact to be overseen by English and Maths leaders.	MM NLB	June 2108
<b>Total budgeted cost</b>					£83,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates	Strategic working with Admin and SLT around new leave of absence policies and procedures  Rewards and incentives for attendance and punctuality  Toast club before school  Parenting contracts	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Children are responding well to rewards and incentives, they want to come to school to achieve these.  The toast club happens before school, this encourages children to attend school on time whilst making sure they have access to a simple breakfast.	Full SLT focussed meetings on attendance. Collaboration and strategic working to ensure new provision and standard school processes work smoothly together.	EW	Jan 2018

	Close working with LA Attendance and Prosecution services	Policies and procedures ensure that everyone works tighter and ensures that they are clear about their role in improving attendance			
Equipping parents to effectively support children	Use of learning mentor to engage with parents and children who appear disaffected or have barriers to learning.  Workshops and meetings to promote and support family learning	The EEF Toolkit suggests that targeted interventions/support matched to specific children with particular needs or behavioural issues can be effective, especially for older pupils. Effective working has ensured that the number of exclusions have reduced. Children who have barriers to learning are spending more time settled and learning in class.	Parent questionnaires developed and acted upon to ensure that workshops meet the needs of parents	MiW  MR/JG	Termly
Increased attendance rates  Improved progress and attainment for pupil premium children	Supplementing trips and extra-curricular activities to improve motivation and attendance.  Provide children with a variety of different experiences to stimulate learning and further develop aspirations.  Provide children with a range of experiences to develop language and learning.	This will provide pupil premium children with additional new and exciting learning and social experiences which they might not have the opportunity to participate in due to cost. Children who have participated in these events have been able to successfully write about real experiences.	Monitor confidence and attitudes to learning, progress and attainment.	EW	June 2018
<b>Total budgeted cost</b>					£75,000

