



## Meeting the needs of all our families including those in receipt of 'Pupil Premium'

Each year the school receives money called a 'pupil premium' which is allocated to us on the basis of the number of children who are entitled to 'free-school meals' (FSM). The money enables us to continue our work to support these children and their families in order that they make the best possible progress in school.

Summary information				
Number of Pupils and Pupil Premium Grant (PPG) received 2017-2018				
Number of pupils on roll	295	Amount of PPG received per pupil	Deprivation Pupil Premium	Adopted from care Premium
			£1,320	£1,900
			Service Child Premium	Looked after Premium
			£300	£1,900
Total number of pupils eligible for PPG	85	Total amount of PPG received	£112,780	
Total numbers of pupils eligible for PPG who meet criterion/criteria e.g LAC	1	Date of next review	December 2017	

Current attainment (Academic Year 2016-17)		
	Pupils eligible to PP (your school)	Pupils not eligible to PP (national average)
% making at least Age Expected in Reading	53% (increase 20%)	77%
% making at least Age Expected in Writing (TA)	60% (same)	81%
% making at least Age Expected in Maths	55% (increase 9%)	80%

## Barriers for future attainment (for pupils eligible for PP including higher ability)

At the start of the year SLT analyse data for all PP pupils and identify individual barriers to learning based on data and contextual information

In-School barriers (Issues to be addressed in school)	
A	Low attainment for PP pupils who are also on the SEND Register
B	Social or Emotional needs leading to poor self-confidence and self-motivation
C	Limited life experience and exposure to a wide range of vocabulary
External Barriers	
D	Low level of quality parental engagement
E	Low level of future aspirations and the need for education to achieve these aspirations

Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To improve the attainment of PP pupils	% of children reaching age expected increases from last year's data in all year groups - see milestones - Reading, Writing, Maths
B	To improve the progress of PP pupils	100% of PP children make expected in year progress in Reading, Writing and Maths - see milestones
C	To increase the % of PP children working at Greater Depth at the end of the year	% of PP children identified as 'More Able' - working at Greater depth at the end of the year increases from last years data
D	To improve self-confidence and self-esteem of PP pupils where this is a barrier to learning	Improve PP self-motivation and self-esteem - assessed through SDQ data
E	To extend 'life experience' for PP pupils and raise their aspirations	To extend the life experiences of PP pupils, raise aspirations and extend vocabulary

Milestones - % of children reaching age expected

	Summer 2017	December 2017	April 2018	July 2018
Reading	Year 6 (5) 58% Year 5 (4) 67% Year 4 (3) 25% Year 3 (2) 71%* Year 2 (1) 50% Yr1 On-entry - 60%	Year 6 - 68% Year 5 - 70% Year 4 - 50% Year 3 - 46% Year 2 - 60% Year 1 - 60%	Year 6 - 72% Year 5 - 80% Year 4 - 60% Year 3 - 53% Year 2 - 60% Year 1 - 65%	Year 6 - 81% Year 5 - 90% Year 4 - 70% Year 3 - 61% Year 2 - 70% Year 1 - 70%
Writing	Year 6 (5) 32% Year 5 (4) 50% Year 4 (3) 0% Year 3 (2) 71%* Year 2 (1) - 38% Yr 1 On-entry - 60%	Year 6 - 50% Year 5 - 60% Year 4 - 30% Year 3 - 46% Year 2 - 50% Year 1 - 60%	Year 6 - 59% Year 5 - 70% Year 4 - 40% Year 3 - 50% Year 2 - 50% Year 1 - 65%	Year 6 - 63% Year 5 - 80% Year 4 - 50% Year 3 - 53% Year 2 - 60% Year 1 - 70%
Maths	Year 6 (5) 53% Year 5 (4) 67% Year 4 (3) - 0% Year 3 (2) 57%* Year 2 (1) - 50% Yr1 On-entry - 60%	Year 6 - 50% Year 5 - 70% Year 4 - 10% Year 3 - 53% Year 2 - 50% Year 1 - 60%	Year 6 - 54% Year 5 - 80% Year 4 - 30% Year 3 - 59% Year 2 - 60% Year 1 - 65%	Year 6 - 68% Year 5 - 90% Year 4 - 50% Year 3 - 61% Year 2 - 60% Year 1 - 70%

\*significant increase of PP children from Summer to September

	Summer 2017	December 2017	April 2018	July 2018
Reading	Year 6 (5) 68% Year 5 (4) 100% Year 4 (3) 50% Year 3 (2) 86%* Year 2 (1) 38%	80%	90%	100%
Writing	Year 6 (5) 37% Year 5 (4) 83% Year 4 (3) 25% Year 3 (2) 71%* Year 2 (1) - 63%	80%	90%	100%
Maths	Year 6 (5) 74% Year 5 (4) 83% Year 4 (3) - 0% Year 3 (2) 71%* Year 2 (1) - 50%	80%	90%	100%

Quality of teaching for all - Wave 1						
Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
A, B To improve the attainment and progress of PP pupils	Pupil Premium lead appointed to monitor and coach staff monitoring books of PP children and staff interviews to ensure maximum progress	EEF Toolkit shows an impact of +8 months on individualism feedback	PP lead to monitor and record progress through book trawls and learning walks and report to PP governor. Marking in books to demonstrate support and feedback	£2000	PP lead CW	PP review March 2018 - External review  NDLP review Spring Term
	Maths CPD - Mastery/Depth Chris Quigley - all teaching staff across the school 1 day - training in elements of Maths teaching focusing on outstanding provision for all pupils including PP Pupils	EEF Toolkit shows an impact of +5 months when adopting mastery approach	Feedback in monitoring of SLT/ML and PP lead. Regular book trawls and rigorous monitoring of pupil progress and the use of PAM. Half termly pupil Progress meetings.	£3000	Maths Lead - LH SLT ML PP Lead - CW	NDLP review Spring Term  Termly Data Dec 17 Apr 18 July 18
	Writing CPD - Pie Corbett strategy training to address writing barrier of vocabulary. All staff 5 days training. Writing leads 10 days training.	EEF Toolkit shows an impact of +5 months when using oral language as the focus in learning	Feedback in monitoring of SLT/ML and PP lead. Regular book trawls and rigorous monitoring of pupil progress and the use of writing project Half termly pupil Progress meetings.	Writing project - £2500 cover £1000	Literacy Lead - LH SLT PP Lead - CW	NDLP review Spring Term  Termly Data Dec 17 Apr 18 July 18
	To contribute towards extra teacher 0.5 in	EEF Toolkit shows an impact of +3	Monitor of PP progress and attainment in Year 5 and 6. Half termly Pupil Progress	£14,000	DHT	Termly Data

	<p>Year 5 and 6 to enable smaller teaching groups in the morning sessions. All supported by the Deputy Head realise time</p> <p>Whole School training in focused reading comprehension approaches delivered by Collette Higgins</p>	<p>months class size is reduced</p> <p>EEF Toolkit shows an impact of +5 months when directly teaching a range of comprehension strategies</p>	<p>meetings. Regular book trawls and learning walks</p> <p>Feedback in monitoring of SLT/ML and PP lead. Regular book trawls and rigorous monitoring of pupil progress. Half termly pupil Progress meetings.</p>	<p>DHT supporting £25,747</p> <p>£3000</p>	<p>Literacy Lead</p>	<p>Dec 17 Apr 18 July 18 Termly book trawls and learning walks</p> <p>Termly Data Dec 17 Apr 18 July 18 Termly book trawls and learning walks</p>
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Total Costing: £50,247

Wave 2 - Targeted Support

Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
<b>A, B</b> To improve the attainment and progress of PP pupils	To run GLP (catch up) sessions in Reading, Writing and Maths for targeted PP children	The EEF Toolkit shows an impact of +4 months for small group tuition	PP lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data	£14,000 Resources £1,000	PP Lead - CW	Half termly
	CPD for TA's to delivery specific interventions - focus Reading and Mastery in Maths	The EEF Toolkit shows an impact of +4 months for small group tuition	PP lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data	£4000	PP Lead - CW	Half termly
	To provide 1:1 reading sessions for targeted PP children - beanstalk	The EEF Toolkit shows an impact of +5 months for 1:1 tuition	Literacy lead to rigorously monitor the effectiveness of the programme using start, mid-point and end data	£2,433	Literacy Lead - LH	Dec 17 April 18 July 18
	Mathletics and Reading Egg small group intervention before school led by a teacher for target PP children	The EEF Toolkit shows an impact of +4 months for small group tuition	PP lead to rigorously monitor the effectiveness of the programme using entrance and exit data	£2,500		July 18
<b>C</b> To increase the % of PP children working at Greater Depth at the end of the year	More Able lead appointed to monitor and coach staff with a specific focus on Pupil Premium more able impact of quality first teaching	EEF Toolkit shows an impact of +8 months on individualism feedback	More able lead to monitor and record progress through book trawls and learning walks and report to PP governor. Marking in books to demonstrate support and feedback Pupil Progress meetings half termly	£2,000	More Able Lead AS	Termly Data Dec 17 Apr 18 July 18

	Total budget cost	£25.933
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Targeted support - Wave 3						
Desired Outcome	Action/Approach	What is the rationale for this chosen action?	Monitoring - How will you ensure it is implemented well	Cost	Staff lead	Review date
A, B To improve the attainment and progress of PP pupils who are on the SEND	To provide Learning Support assistance for PP children with the multiple barrier of SEN  To provide 1-1 tuition of individual targets on IEP's	The EEF Toolkit shows an impact of +5 months for 1:1 tuition	Monitoring of IEP targets been met. Half termly pupil progress meetings	£9,000  IEP staffing £8000  Cover £2000	SENCO	Dec 17 April 18 July 18
Total budget cost						£19,000

Planned expenditure - 2017-2018

Other approaches



Desired Outcome	Action	Rationale	Monitoring	Cost	Staff	Review date
<b>D</b> To improve self-confidence and self-esteem of PP pupils where this is a barrier to learning	To provide 1-1 Play Therapist Specialist therapist to work with identified children	The EEF Toolkit shows an impact of +4 months for social and emotional focus	SDQ analysis to monitor impact entrance and exit data	£7,500	Play therapist	Dec 17 April 18 July 18
	To provide Sports Leaders at break-times and lunchtimes	Disadvantaged and less-active pupils are supported at break times and lunchtimes who provides a positive role model	Behaviour logs indicate a reduction of 'Stage 5's' since play leader appointed (January 2018)	£3,000	Play Leader - AA	July 18
	To provide handwriting booster groups	The EEF Toolkit shows an impact of +4 months for small group tuition	DHT to monitor the programme and liaise with class teachers	£1,000	DHT - Literacy lead - LH	April 2018
<b>E</b> To extend 'life experience' for PP pupils and raise their aspirations	To fund educational visits for disadvantaged pupils	Visits enables pupils to experience an enriched curriculum along-side their peers and to fully access follow-up work	Phase leaders to monitor visits link to the topics and follow up work occurs	£4000	Phase Leaders KB,CP,CW.MM	July 2018
	To fund reading Journals for disadvantaged pupils	To enable disadvantaged parents support their child in a quality, focused way at home	Children and Parents use the reading journals weekly	£1000	Class Teachers	Weekly
	To provide Curriculum workshops for parents	To develop parent partnership and support families to enhance educational expectations	Parent feedback forms and registers of attendance of PP parents	£2,000	Class Teachers E-Safety Lead - AS	July 2018

						Total budget cost	£17,600

### In School data impact towards Milestones

Milestones - % of children reaching age expected							
	Summer 2017	December 2017 Target	December 2017 Actual	April 2018 Target	April 2018 Actual	July 2018 Target	July 2018 Actual
Reading	Year 6 (5) 58% Year 5 (4) 67% Year 4 (3) 25% Year 3 (2) 71%* Year 2 (1) 50% Yr1 On-entry - 60%	Year 6 - 68% Year 5 - 70% Year 4 - 50% Year 3 - 46% Year 2 - 60% Year 1 - 60%	Year 6 - 55% Year 5 - 78% Year 4 - 67% Year 3 - 58% Year 2 - 60% Year 1 - 60%	Year 6 - 72% Year 5 - 80% Year 4 - 60% Year 3 - 53% Year 2 - 60% Year 1 - 65%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	Year 6 - 81% Year 5 - 90% Year 4 - 70% Year 3 - 61% Year 2 - 70% Year 1 - 70%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -
Writing	Year 6 (5) 32% Year 5 (4) 50% Year 4 (3) 0% Year 3 (2) 71%* Year 2 (1) - 38% Yr 1 On-entry - 60%	Year 6 - 50% Year 5 - 60% Year 4 - 30% Year 3 - 46% Year 2 - 50% Year 1 - 60%	Year 6 - 32% Year 5 - 67% Year 4 - 44% Year 3 - 58% Year 2 - 50% Year 1 - 60%	Year 6 - 59% Year 5 - 70% Year 4 - 40% Year 3 - 50% Year 2 - 50% Year 1 - 65%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	Year 6 - 63% Year 5 - 80% Year 4 - 50% Year 3 - 53% Year 2 - 60% Year 1 - 70%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -
Maths	Year 6 (5) 53% Year 5 (4) 67% Year 4 (3) - 0% Year 3 (2) 57%* Year 2 (1) - 50% Yr1 On-entry - 60%	Year 6 - 50% Year 5 - 70% Year 4 - 10% Year 3 - 53% Year 2 - 50% Year 1 - 60%	Year 6 - 45% Year 5 - 56% Year 4 - 56% Year 3 - 58% Year 2 - 70% Year 1 - 80%	Year 6 - 54% Year 5 - 80% Year 4 - 30% Year 3 - 59% Year 2 - 60% Year 1 - 65%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	Year 6 - 68% Year 5 - 90% Year 4 - 50% Year 3 - 61% Year 2 - 60% Year 1 - 70%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -

Milestones - % of children making expected progress - Focus Maths

	Summer 2017	December 2017 target	December 2017 actual	April 2018 target	April 2018 actual	July 2018 target	July 2018 actual
Reading	Year 6 (5) 68% Year 5 (4) 100% Year 4 (3) 50% Year 3 (2) 86%* Year 2 (1) 38%	80%	Year 6 - 73% Year 5 - 100% Year 4 - 100% Year 3 - 100% Year 2 - 100% Year 1 - 100%	90%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	100%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -
Writing	Year 6 (5) 37% Year 5 (4) 83% Year 4 (3) 25% Year 3 (2) 71%* Year 2 (1) - 63%	80%	Year 6 - 77% Year 5 - 100% Year 4 - 100% Year 3 - 100% Year 2 - 100% Year 1 - 100%	90%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	100%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -
Maths	Year 6 (5) 74% Year 5 (4) 83% Year 4 (3) - 0% Year 3 (2) 71%* Year 2 (1) - 50%	80%	Year 6 - 73% Year 5 - 89% Year 4 - 100% Year 3 - 92% Year 2 - 90% Year 1 - 80%	90%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -	100%	Year 6 - Year 5 - Year 4 - Year 3 - Year 2 - Year 1 -

## Data Impact of Pupil Premium Provision 2017-2018

### EYFS

Percentage of FSM EYFS pupils making good level of development					
2015			2016		
Cohort	School %	National FSM %	Cohort	School %	National FSM %
7	57%	52%	7	28%	

Percentage of FSM EYFS pupils making good level of development					
2017			2018		
Cohort	School %	National FSM %	Cohort	School %	National FSM %
4	100%				

### Key Stage 1

Percentage of disadvantaged KS1 pupils achieving expected standard or above in 2016 comparison with National other pupils								
Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
5	60%	78%	5	60%	70%	5	60%	77%



								%
15	53%	77%	15	60%	81%	15	55%	80%

Percentage of disadvantaged KS2 pupils achieving expected standard or above in 2018 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %

Percentage of disadvantaged KS2 pupils achieving greater depth in 2016 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	7%	23%	15	0	18%	15	7%	20%

Percentage of disadvantaged KS1 pupils achieving greater depth in 2017 comparison with National other pupils

Reading Writing Maths								
Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
15	0%	29%	15	0%	21%	15	0%	27%

Percentage of disadvantaged KS1 pupils achieving greater depth in 2018 comparison with National other pupils								
Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %

Review of impact 2017-2018		
Desired outcomes	Impact of expenditure	Implication for future