



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.

Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) received 2016-2017				
Number of pupils on roll	295	Amount of PPG received per pupil	Deprivation Pupil Premium £1,320	Adopted from care Premium £1,900
			Service Child Premium £300	Looked after Premium £1,900
Total number of pupils eligible for PPG	74	Total amount of PPG received	£97,680	
Total numbers of pupils eligible for PPG who meet criterion/criteria e.g LAC	1	Date of next review	April 2017	

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	Pupils achieving the expected standard in Reading and Maths in KS1 / KS2
B	Pupils making expected progress in Writing and Maths in KS1/KS2
C	More Able pupils achieving above the expected standard (Greater depth) in English and Maths
D	Pupils achieving the expected standard (2) in Writing and Maths in Reception

Measuring the impact of PPPG spending in 2016-2017

	Desired outcomes and impact measures	Success Criteria
A	Pupil premium provision and resources targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve end of year target. Most pupils make rapid progress to achieve expected standard
B	Pupil premium provision and resources targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve end of year target. Most pupils make rapid progress to achieve expected progress rate
C	Pupil premium provision for more able and resources targeted to individual needs to each pupil to ensure breadth/mastery	All Pupil Premium children who are classed as 'More Able' due to their previous Key stage data remain on track to achieved Greater Depth at the end of their current Key Stage
D	Pupil premium provision and resources in EYFS targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve end of year target. Most pupils make rapid progress to achieve expected standard

Planned expenditure - 2016-2017

Quality of teaching for all					
Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A, B	Whole school based approach informed by SIP for all areas of the curriculum but specific for PP barriers	<ul style="list-style-type: none"> Reading CPD - SIP worker support - All staff Yr1-Yr6 for 2 days - training in elements of Reading teaching focusing on outstanding provision for all pupils including PP Pupils DHT non-classed based work to support staff in targeting and supporting identified pupils including PP Pupils Pupil progress meetings with staff $\frac{1}{2}$ termly to discuss progress - ALL PP children are discussed regardless of starting points or progress so far to ensure quality provision is continued SLT/ML monitoring cycle of learning walks and book trawls to ensure quality provision is continued for all pupils including PP children 	SIP meetings once per term Pupil Progress meetings Coaching and mentoring Monitoring feedback sessions	All staff	September 2107
C		<ul style="list-style-type: none"> Maths CPD - Mastery/Depth Chris Quigley - 6 staff across the school 1 day - training in elements of 	Cluster work feedback		

		<p>Maths teaching focusing on outstanding provision for all pupils including PP Pupils - follow up support from cluster schools</p> <ul style="list-style-type: none"> • DHT non-classed based work to support staff in targeting and supporting identified higher ability pupils including higher ability PP Pupils • Pupil progress meetings with staff $\frac{1}{2}$ termly to discuss progress - ALL higher ability PP children are discussed regardless of progress so far to ensure quality provision is continued • SLT/ML monitoring cycle of learning walks and book trawls to ensure quality provision is continued for all pupils including higher ability PP children 	<p>Pupil Progress meetings</p> <p>Coaching and mentoring</p> <p>Monitoring feedback sessions</p>		
D		<ul style="list-style-type: none"> • DHT non-classed based work to support staff in targeting and supporting identified pupils including PP Pupils • Pupil progress meetings with staff $\frac{1}{2}$ termly to discuss progress - ALL PP children are discussed regardless of starting points or progress so far to ensure quality provision is continued • SLT/ML monitoring cycle of learning walks and book trawls to ensure quality provision is continued for all pupils including PP children 	<p>Pupil Progress meetings</p> <p>Coaching and mentoring</p> <p>Monitoring feedback sessions</p>	All staff	
Total budget cost					£41,000

Planned expenditure - 2016-2017

Targeted support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A, B, C	Additional teacher to deliver quality first teaching in a key stage with high proportion of PP children - Years 5 and 6	Quality First Teaching, which impacts on the progress of pupils , by giving Upper Key Stage 2 1 additional teacher (AHT) 5 mornings and 3 afternoons allows children to be taught in focused objective led groups. Thus leading to higher levels of pupil involvement, engagement with regularly opportunity for children to discuss in smaller groups. Allows Year 5 and 6 to be taught separately for 5 mornings and 3 afternoons ensuring the correct curriculum and objective are been focused upon.	Pupil Progress meetings Learning Walks / work sampling PP report $\frac{1}{2}$ termly teachers to record barriers and planned actions to be delivered during these sessions	HT/LH LE / SC/ DB / CW	September 2107
A,B,C	Additional TA to support the delivery of quality first teaching in Key Stage 1	Support the Quality First Teaching, which impacts on the progress of pupils , by giving Upper Key Stage 1 1 additional teaching assistant 4 afternoons allows children to be taught in focused objective led groups in afternoon sessions as well as morning sessions. Thus leading to higher levels of pupil involvement, engagement with regularly opportunity for children to discuss in smaller groups.	Cluster work feedback Pupil Progress meetings Coaching and mentoring Monitoring feedback sessions	HT/LH CP EK JM	
Total budget cost					£17, 891

Planned expenditure - 2016-2017

Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A, B, C	<p>Group learning Plan (GLP) sessions</p> <p>Reading Eggs intervention</p> <p>Mathletics intervention</p> <p>Learning Support assistance for PP children with the multiple barrier of SEN</p> <p>Support towards payments of educational visits</p> <p>Reading journals</p> <p>1:1 reading sessions - beanstalk</p> <p>Play Therapist</p> <p>Milk and fruit provided daily for ALL PP children</p>	<ul style="list-style-type: none"> • Taught by trained teaching assistant on specific barberries identified by class teacher to ensure progress rate is rapid • Led by our highly skilled teaching assistant. Personalised activities and tasks that link to current attainment. • Specific personalised learning at specialist unit funding through the SEND units - pupils attend specialist unit to work with expert teachers on areas of leaning specific to each child. • To ensure ALL PP children attend trips each term • To ensure ALL PP children's parents/careers are supporting the school through understanding curriculum tarts / spelling expectations and hearing children read at least x3 a week • Specialist therapist who works weekly with specific children, whose barriers have been identified as social or emotional. to develop their social and emotional skills and stay safe • To ensure health diet 	<p>GLP reviews $\frac{1}{2}$ termly</p> <p>Pupil Progress meetings</p> <p>Data meetings - SLT</p> <p>Specialist teaching reports</p> <p>Children's books</p> <p>Learning Walks</p>	All staff	September 2107

	<p>More Able 1:1 sessions</p> <p>Curriculum workshops for parents</p>	<ul style="list-style-type: none"> • Stretching the more able, catch up sessions taught as 1:1 with DHT teacher using barriers identified by class teachers • To develop parent partnership and support families who may need access to additional services/support 			
D	<p>Forest School sessions - Extra sessions for targeted children</p> <p>On-line journals</p>	<p>Support the Quality First Teaching, which impacts on the progress of pupils, by giving Upper Key Stage 1 1 additional teaching assistant 4 afternoons allows children to be taught in focused objective led groups in afternoon sessions as well as morning sessions. Thus leading to higher levels of pupil involvement, engagement with regularly opportunity for children to discuss in smaller groups.</p>	<p>Cluster work feedback</p> <p>Pupil Progress meetings</p> <p>Coaching and mentoring</p> <p>Monitoring feedback sessions</p>	<p>HT/LH</p> <p>CP</p> <p>EK</p> <p>JM</p>	
Total budget cost					£38,789

Data Impact of Pupil Premium Provision 2016-2017

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%

Percentage of disadvantaged KS1 pupils achieving expected standard or above in 2017 comparison with National other pupils								
Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
7	85%		7	71%		7	71%	

Key Stage 2

Percentage of disadvantaged FSM KS2 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 %
15	33%	71%	15	60%	79%	15	47%	75%

Percentage of disadvantaged KS2 pupils achieving expected standard or above in 2017 comparison with National other pupils

Reading			Writing			Maths		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
11	55%		11	64%		11	55%	

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		
Cohort	School %	National other %	Cohort	School %	National other %	Cohort	School %	National other %
11	0%		11	0%		11	0%	

Review of impact 2016-2017

Desired outcomes	Impact of expenditure	Implication for future
A Pupils achieving the expected standard in Reading and Maths in KS1 / KS2	<p>KS1 - Reading - 25% increase in % of children achieving expected standard</p> <p>KS1 - Maths - 11% increase in % of children achieving expected standard</p> <p>KS2 - Reading - 20% increase in % of children achieving expected standard</p> <p>KS1 - Maths - 8% increase in % of children achieving expected standard</p>	<p>Greater increase in % of children achieving expected standard in Maths in both KS1 and KS2</p> <p>Attainment has increase in KS2 however progress scores has decreased in Writing and Maths - priority for next year.</p>
B Pupils making expected progress in Writing and Maths in KS1/KS2	<p>KS1 - Writing - 86% of children made expected progress since EYFS compared with 60% last year</p> <p>KS2 - Writing - Progress score -2.2</p> <p>KS2 - Maths - progress score -4.0</p>	<p>Attainment has increase in KS2 however progress scores has decreased in Writing and Maths - priority for next year.</p>
C More Able pupils achieving above the expected standard	<p>Pupil premium children who were More able a their previous Key Stage assessment achieved greater depth at the end of KS1 and KS2</p>	<p>Continue to monitor through school improvement plan</p>

(Greater depth) in English and Maths		
D Pupils achieving the expected standard (2) in Writing and Maths in Reception	100% of children achieved expected standard in Writing and Maths	Continue to monitor next year through school improvement plan
Appendix of evidence: School Data Statutory Data Awaiting National statistics		