

1. Review of expenditure				
Previous Academic Year 2017/18		Pupil Premium Funding = £28,320 Expenditure = £31478		
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
A. Higher rates of progress across KS1 in all subjects for middle attaining pupils eligible for PP funding	<p>Implement mastery approach (try it, use it, prove it) to teaching maths and writing.</p> <p>Additional adult support in class to release teacher to support pupils through Quality First Teaching</p> <p>Additional release time for class teachers to provide 1:1 feedback/support</p>	<p>There were two children eligible for PP in KS1 in 2017,18. One of these children joined the school part way through the year and did not attend for the Summer Term so their ability to access the support provided was very limited.</p> <p>The remaining child made accelerated progress compared to 2016,17 across all core subjects - an additional 2 points of progress were made. Additionally, the child made greater progress than the rest of the cohort in Reading, they made the same progress in Writing and slightly less (0.2 points) in Maths. They were at Age Related Expected (ARE) for all three core subjects at the end of the year.</p>	<p>Outcomes show that overall, the strategies introduced had an impact on the quality of teaching and learning.</p> <p>The use of TA's throughout KS2 to support learning while the teacher worked with focused groups also had a positive impact; this is a strategy that the school plans to continue.</p> <p>The school needs to develop education strategies for reaching out to any children whose attendance is sufficiently poor to hinder their education.</p>	<p>£3000 for additional support to release teachers to provide 1:1 feedback/support</p> <p>£5000 additional adult support</p>

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
B. Higher rates of progress across KS2 in all subjects for middle/high attaining pupils eligible for PP funding	As above Additional targeting of high achievers to move onto 'prove it' stage through targeted questioning and group work. PP pupils regularly targeted as 'Purple Learners'	There were 12 pupils in KS2 who were registered for Pupil Premium who were either MPA or HPA in one or more of Reading, Writing and Maths. Progress for the PP cohort was slightly higher than "expected" for all subjects for 2017,18. Comparing to 2016,17 for this cohort, progress was the same for Reading and was higher in 2017,18 for Writing and Maths. Comparing the PP cohort against the rest of the KS2 cohort, progress was higher for the PP cohort in Reading and Maths, and in line with the rest of the cohort for writing.	Accelerated progress was seen for many children when comparing 2016,7 with 2017, 18. Additionally, progress for all children who were eligible for PP in 2017,18 was at least "expected" (apart from one child who just missed this in one subject only). The strategies will continue in 2018/19 as they have been proven to work. However, in line with whole-school focus we need to consider ways to accelerate the progress of children who were not at ARE in Writing at the end of 2017,18 so they can close gaps.	Cost for additional support to release teachers for 1:1 feedback/support included above. £12460 additional adult support

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
C. Higher rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.	Implement specific interventions ie: <ul style="list-style-type: none"> ✓ Precision Teaching; ✓ Sounds Write; ✓ Talk4Number; ✓ Word Aware 	There were 3 pupils who were registered for PP who were also classified as SEND. The pupils made more progress in Reading, Writing and Maths in 2017,18 than in 2016,17 (Reading +9 points, Writing +2 points, Maths +5 points). In Reading and Maths every child who is registered for PP made more progress than the rest of the year group. In Writing one child made greater progress than the rest of the year group, one made slightly less and one made significantly less. However there were particular circumstances outside school that affected this.	The use of most of the interventions will continue as they have proved effective.	A proportion of the time for all TA's is allocated to precision teaching £5,600

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
D. Increased attendance rates for pupils eligible for PP	<p>Focused support from Education Welfare Officer (EWO);</p> <p>Implement a breakfast club targeted at poor PP attenders</p> <p>Intervention-Attachment Disorder</p>	<p>Attendance – At the end of the 2017,18 academic year the attendance of PP children was 95.4%. However, this was adversely affected by one pupil whose circumstances changed part through the year. As there is a small cohort of children registered for PP this made a significant difference to the attendance percentage, which (measured from the time the pupil's circumstances changed) was 96.6%, exceeding the rest of the school cohort and the national and LA average.</p>	<p>Engagement with parents/carers is vital in improving attendance. This has been effective in addressing a number of attendance issues and will continue.</p> <p>Support for families with Breakfast and/or After school Club funding has improved attendance for a number of children.</p> <p>In specific circumstances the school has found that providing support with travel to and from school has also improved attendance.</p> <p>Proactive work by, and with the EWO has heightened parent's awareness of the importance of their children attending school; this strategy will continue. During the time between the EWO commencing their role and the end of the academic year, attendance for some PP Pupils improved to be above 96%.</p>	<p>£400 EWO £468 breakfast club £200 Parent Plus</p>
E. Embed strategies to develop social and emotional resilience	<p>Implement Sand Tray Therapy</p> <p>Introduce THRIVE practices and train support staff in delivering them;</p> <p>1:1 support with THRIVE practitioner</p> <p>Parent Plus Workshops</p>	<p>A small number of our PP Pupils were identified to need social and emotional support. This was in the form of a THRIVE assessment then 1:1 sessions with a THRIVE practitioner to develop social and emotional coping strategies with them.</p>	<p>The THRIVE input that continued from the work started in 2016,17 was a great success. The plan is to continue with this support with more support staff being trained in THRIVE techniques and a the school having its own trained practitioners.</p>	<p>£700 THRIVE practitioner</p>

2. Additional detail

In addition, the school supported its Pupil Premium pupils by assisting with the cost of extra-curricular activities and educational/residential visits and attending Magic Maths after school provision. Every child attended at least one club during the year and 100% took part in all visits. Some PP pupils also had support with purchasing uniform. Cost - £3650