



1. Summary information					
Academic Year	2017-2018	Total PP budget	£21,600	Date of most recent PP Review	Sept 17
Total number of pupils	209	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan 18
Total FSM	7	Total Service Children	9	Total Adopted Children	3
Money Received	£13,200	Money Received	£2,700	Money Received	£5,700

2. Current attainment			
		<i>Pupils eligible for PP (Nat)</i>	<i>All pupils (Nat)</i>
% achieving EXS or GDS reading, writing & maths at KS2		75% (39%)	77% (61%)
% achieving EXS or GDS reading KS1		100% (62%)	79% (76%)
% achieving EXS or GDS writing KS1		100% (53%)	71% (68%)
% achieving EXS or GDS maths at KS1		100% (60%)	86% (75%)
% achieving EXS in Phonics at Year 1		N/A (66%)	86% (81%)
KS2 Disadvantaged Gap in attainment		NYA	NYA
Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Emotional/Social Issues		
B.	Fixed-Mind-set		
C.	Gaps in learning		
D.	Off task behaviour and lack of focus		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
E.	Frequent Lateness		

F.	Family mobility and deployment	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Wellbeing of pupils a priority	Children build emotional resilience
B.	Children display growth mind-set	Able to independently challenge learning
C.	Gaps in children's learning addressed to allow them to make good progress	Gaps filled across all subjects
D.	Children integrated more fully into lessons	Children focused and engaged
E.	Children and parents encouraged to be on time and not take time off from school	Children's attendance/lateness improves
F.	Children have emotional/social support as necessary	Children build emotional resilience

4. Planned expenditure					
Academic year	2017-2018 (Financials based on budget year April to April)				
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 Teaching For All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? IMPACT.	Staff lead	Review?
All staff highly effective in delivering high quality teaching to ensure progress of all pupils.	Training across school to embed outstanding practice. Support packages put in place for new teachers. Use of Iris technology to share practice.	Highly supported and well trained professionals ensure that we cater most effectively for all pupils in our care. Training/support ensures that we keep communication open and collaboration high priority.	‘Progress’ evident for all key groups of pupils. Children can talk about what ‘progress’ is and staff can talk about what ‘progress’ is and evidence this.	AS/FB/KL Governor: MA	Termly
Improved attainment and progress in reading.	Training in BRSP for specific staff. Revised approach to reading across the school. Phonics training and support across the school.	We consistently have high phonics results and know that we could have higher outcomes for all children in reading.	‘Progress’ and higher achievement for all pupils in reading. Pupil progress meetings will highlight shifts in reading attainment.	AS/FB/KL Governor: MA	Termly

All children understand what effective learning traits are and motivated to be 'Purple Learners'.	Timetabled visits and visitors into school. Focus on neuroscience Personal Bests to raise profile of progress.	Motivational speakers, visits, etc, help children embed the idea of resilience, mistake making, failure, effort and perseverance. Children who understand what helps them to learn, will always be higher achievers.	Timetable of Collective Worship	FB/AS/KL Governor: MF	Termly
Total budgeted cost					£6,600
ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? IMPACT?	Staff lead	Review?
Children taught skills for emotional resilience and staff have key strategies to develop these skills.	RAFters group Young Carers Group Full Time HSLW Focused training	Due to mobility, deployment, children with emotional and social needs, different groups catered for to help support them through different challenges they may face.	Key staff leads for each group. Effective timetabling of JNP (HSLW) for groups. Children's needs are met and support given (to both pupils and parents) when necessary.	CB/JNJ/KL Governor: CS	Termly
Wellbeing and Happiness a priority for all.	HSLW to offer nurture groups, 1:1 sessions, etc.	Emotional issues and challenges hinder effective learning in the classroom. Having additional sessions to develop strategies ensure children are prepared for life.	Children are ready for learning. Children are able to achieve highly All groups of pupils making good progress.	JNJ/KL/FB Governor: JS	Termly
All pupils integrated into classrooms without disruption of other pupils.	1:1 TAs to help support learning and behaviour. HLTA support for key interventions of phonics and maths.	Certain children need 1:1 to support their learning needs and to help ensure they are settled and prepared for learning in the whole class environment.	Key children make good progress Emotional and social needs are met ensuring they adjust to whole classroom teaching.	FB/KL/AS Governor: CS	Termly
Total budgeted cost					£15,700
iii. Other Approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? IMPACT	Staff lead	Review?
All children attend extracurricular activities and school trips.	Trips paid for where necessary Subsidised trips to support families Free extracurricular activities including sports and other clubs.	Rationale is to ensure all children are equal and have the exact same opportunity as everyone else regardless of circumstances.	All children attend trips and extracurricular activities regardless of their circumstances.	SR/FB Governor: JT	Termly
Reception children more familiar with rhymes and knowledge of number.	Introduce the use of home packs to send for parents and children to use together.	We know that children enjoy and learn from hearing rhymes recited and shared with parents.	Assess the application of the skills to various contexts. Interview pupils and parents.	ZZ Governor: CB	
Total budgeted cost					£5,000

5. Review of expenditure				
Previous Academic Year		2016-2017		
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
Gaps filled in mathematics	Mastery Maths training/resources	Consistent training across school throughout the year ensured shift in mathematical teaching. 87% of pupils in KS2 at EXS or GDS and 75% of PP. KS1 – 86% of pupils at EXS or GDS and 100% of PP in maths. Shift in children’s confidence and reasoning in maths.	Will continue with the Mastery Approach in school for all pupils. Key groups taken out to help fill gaps of individual pupils. Action plan in place to ensure consistency of maths approach across school.	£3,662
HLTA to support phonics and maths across school – filling key gaps.	HLTA to support teachers/pupils where necessary	Phonics 86% at Year 1 and greater phonics understanding with key pupils in KS2. HLTA has been instrumental in the achievement of all pupils she works with. Raised achievement and confidence.	Will continue with the use of the HLTA to support small groups and individual pupils. She will support new teachers into school with the teaching of phonics to ensure consistency in approach.	£9,342

All children motivated to 'Be the best they can be!'	Timetabled visits and visitors to inspire children.	Children talk confidently about being a purple learner and beginning to use a range of language related to learning. Through pupil interviews it is evident that the vast majority can explain key learning traits and use the learning language that the teachers model.	This approach will continue as it forms an integral part of our school's ethos and culture. Children's oracy skills are being challenged through regular conversations with subject leads and headteacher. Need to begin focusing more on the Neuroscience behind 'why' we want to develop these skills.	£2,930
Understanding of 'Progress' of Pupil Premium Children	Targeted time to carry out lengthy pupil premium interviews to gauge learning and progress through moderation.	Children can talk confidently about progress and their learning. True understanding about the progress that these learners are making. Completed by SENCO, Head, Deputy and Lead PP Governor.	Through last year pupil interviews it is clear that this is the most effective way to measure progress and children's understanding of their learning. More time will be dedicated to having these conversations to ensure a complete picture of progress is obtained.	£5,000

i. 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
Children taught skills for emotional resilience	RAFTERS group – weekly gardening Young Carers	Lead members of staff leading key groups. Achieved Young Carers Bronze Standard. Gardening area set up and begun by RAFTers. Pupils given additional support as needed.	Children enjoy this additional time of support and it helps them to settle more thoroughly when it is time to be in the classroom.	£1,000
Wellbeing a priority	HSLW to offer nurture groups, 1:1 therapy sessions, etc.	Key children given this support have made significant progress in terms of emotional and social progress. 75% of PP children in KS2 achieved EXS or GDS while 100% of PP children in KS1 achieved EXS or GDS.	This support is vital and key to ensuring children are able to make the progress that they should be making. HSLW runs TAF/TAC with families and children to keep parental support and communication open regarding their child's learning.	£8,950
All staff trained in attachment/trauma	Ongoing training with Betsy T in strategies to deal with attachment/trauma.	All staff trained (still ongoing) – given strategies and confidence to deal with children who suffer from attachment/trauma.	Training is key to dealing with children in a variety of situations. Gives insight into brain development and understanding of behaviours of children	£1,000

ii. 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
All pupils have uniform and attend all extracurricular trips.	Provide Uniform	All pupils included and a part of everything in school.	This will continue as necessary.	£300

6. Additional detail

Attendance for 2014-2015

Pupil Premium: 96.67%

Rest of School: 96.89%

Attendance for 2015-2016

Pupil Premium: 96.61%

Rest of School: 96.84%

Attendance for 2016-2017

Pupil Premium: 95.61%

Rest of School: 96.40%