

1. 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)
Develop phonic and reading skills for EYFS and KS1 eligible for PP	CPD within school to share phonic skills. Developing resources across the phases. Packs made up for PP pupils to include EAL materials if appropriate for home/school liaison.	77% of Year 1 pupils achieved phonic screening. 86% of the Pupil Premium achieved phonic screening in Year 1. 80% of Year 2 pupils achieved phonic screening in Year 2.	Whole school focus due to phonic single plan ensured CPD commitment. (reading and writing focus, with impact of phonics highlighted). Daily phonics in EYFS and KS1 (to be continued) Code X – phonic work in Year 3 & 4 for catch-up (to be continued, with emphasis on spelling patterns phase 6 in Year 3) Parent meetings in EYFS at start of academic year and KS1 parent meeting about screening process developed

<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP</p>	<p>Staff training on move forward marking. School to School moderation work. Developed work within school assertive mentoring system. Purchase of school interactive maths scheme Lumio to motivate all pupils, especially PP to use and apply maths skills.</p>	<p>Attainment for disadvantaged pupils in Yr6 improved sharply in 2017 compared to 2016. With an average scaled score in Reading and Maths rising from 97 to 100.8 which is closing the gap to National.</p> <p>The progress of disadvantaged pupils also improved sharply as the average scaled score for Reading and Maths rose from -3 to -0.5 leaving a gap to National of 0.5</p> <p>33% of disadvantaged pupils achieved the expected standard for Reading, Writing and Maths this is 6% below the cohort attainment of 39%</p> <p>Internal data:</p> <p>Reading – 80% of pupil premium children have made expected progress, of which 12% have made better than expected progress.</p> <p>Writing – 86% of pupil premium children have made expected progress, with 20% making better than expected progress.</p> <p>Maths – 76% of pupil premium children have made expected progress with 10% having made better than expected progress.</p>	<p>Continued monitoring and book scrutiny by subject leads, SLT, S2S support and governors ensured that single plan was a focus throughout year.</p> <p>General strengths observed during S2S support: good level of challenge – high expectations of pupils to reason and explain; differentiation to meet range of needs; development of independence skills and strong use of resources by pupils. (S2S and cluster moderation continuing into 2017- 2018)</p> <p>Regular disadvantaged pupil specific monitoring to be timetabled. Two, last year, were informative and were used within group planning meetings. One a term would be more useful, with prompt feedback to staff and subject leads.</p> <p>Subject leads to address the achievement of disadvantaged pupils in their own monitoring and feedback to staff.</p> <p>Through Pupil voice Lumio was described as accessible at home or during homework club. Most judged it to be fun. Higher ability pupils felt it was easy. Times tables Rockstars to be encouraged throughout school (see Maths single plan) Subscription has been funded through Maths budget this year for continued home maths activities.</p>
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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)
Open communication and signposted support through family support worker	Increased hours for Family Support Worker to ensure that hours correspond to the needs of the families. 1:1 sessions for pupils with Family Support Worker.	Family Support worker supported 22 of the Pupil Premium children in 2016 – 2017. 10 of the children and their families through appropriate support were able to be de-escalated a level within the thresholds.	Regular Family Support Meetings between Designated Safeguarding Leads, SENCo, FSW and attendance co-ordinator ensured a network of support for families. (to be continued) Observations, meeting notes, chronologies and concerns logged onto School learning platform with secure access for designated leads (to be continued while a more appropriate system is sourced – My Concerns being explored) for easy access to the family support team.
Higher rates of progress across KS2 for high attaining pupils eligible for PP	Weekly small group sessions in maths and literacy for higher attaining pupils with experienced teacher, in addition to standard lessons. Regular small group/1:1 sessions in maths and literacy with Teaching Assistant.	1 disadvantaged prior middle attainer accessed intervention with a group of high attainers throughout Year 6. The impact of this is that they achieved an average scaled score in Reading and Maths of 107.5 compared to an average scaled score of 103.2 of the other prior middle attainers, who did not access the intervention.	Flexible grouping to reflect individual needs of pupils. Intervention groups assessed regularly. Year group meetings and pupil progress meetings with SLT to analyse data. Use of FFT resource to set targets and monitor achievements.

<p>Increased social skills, self-esteem and confidence.</p> <p>Increased attendance rates for pupils.</p>	<p>Weekly small group sessions in maths and literacy with experienced Teacher</p> <p>Regular small group/1:1 sessions in maths and literacy with Teaching Assistant.</p>	<p>Pupil voice feedback – Pupils able to pinpoint improvements and achievements. Pupils can name the adult and intervention that helped them acquire a skill or knowledge.</p> <p>Positive feedback about use of Lumio and SPAG.com in lessons, library drop-in or homework club. Pupils liked using Lumio on the ipad</p> <p>Overall attendance for Pupil Premium children is 96.1%</p> <p>In 2015-2016 21 PP pupils had attendance less 96%. 17 pupils have increased attendance rates, with 11 of these pupils having attendance above 90%</p>	<p>Pupils enjoy having a key person for intervention group but could recite timetable and amount of time given.</p> <p>Pupils positive about time out of class and felt that Class Teachers always make them aware of the task they needed to work on when re-entering the classroom.</p> <p>4 Assertive mentoring meetings a year between Class Teacher and each pupil to address attendance and punctuality. Attendance target given and discussed with parents twice a year and reported on four times a year.</p> <p>Regular attendance meetings with parents. (to be continued)</p> <p>Letters of praise for parents. (to be continued)</p> <p>Awards for children, stickers for HERO, attendance certificates and prize draw at the end of each large term. (to be continued)</p>
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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)
Increased social skills, self-esteem and confidence in group activities within the classroom for pupils eligible for PP.	Child to participate in 8-10-week Forest School Programme	<p>Pupil questionnaire shows 100% pupils enjoyed Forest School. 100% felt that it had a positive effect on their learning with new friendships established and improved language skills.</p> <p>Feedback from returned parent questionnaires showed that 100% of pupils had spoken highly of the Forest Schools sessions. Parents felt that it had a positive effect on their child's self-esteem and motivation to come to school.</p> <p>At KS1 64% of the pupils were seen by Class Teachers to have improved social skills within the classroom.</p> <p>At Yr4 and Yr6 82% of the pupils were seen by Class Teachers to have improved self-esteem and confidence, with 58% at Yr3 and Yr5.</p>	<p>Groups of Year 1 and 2, 3 with 5 and 4 with 6 worked well and is to be continued in 2017 – 2018.</p> <p>Year 2 pupils were able to take the lead and encourage Year 1 pupils reflected in the 64% improvement of social skills and 45% improvement in motivation, concentration and perseverance.</p> <p>Discussions between Yr4 and Yr6 pupils, who visited Forest School in the Summer term was most enthusiastic and feedback from Class Teachers would indicate a 55% improvement in language and communication.</p>

<p>Increased social skills, self-esteem and confidence in group activities within the classroom for pupils eligible for PP.</p>	<p>To support educational visits, music tuition fees, attendance at PLACC (after school club), extra-curricular clubs and activities</p>	<p>42% of the KS2 disadvantaged pupils took up music tuition with a peripatetic teacher funded through pupil premium.</p> <p>21% of those taking music tuition have through the year become members of the county youth strings orchestra.</p> <p>This 21% were also funded through Pupil Premium to attend a strings residential at Grendon Hall with NMPAT for further tuition.</p> <p>All disadvantaged pupils playing a string or brass instrument were funded through Pupil Premium to attend and play at the Music for Youth Festival Fringe at Birmingham. Pupils spoke highly of the experience and were further motivated in their own lessons looking to achieve gradings.</p> <p>20% of disadvantaged pupils attended after school sports or drama clubs funded by the pupil premium fund. 1 pupil was funded for after school care to ensure their presence at the sports club and this resulted in being chosen for a tournament.</p>	<p>Parent feedback positively shows that pupil premium funding ensures music lessons are highly thought of in the families where it is taken up.</p> <p>Pupils are highly motivated and given time to practise by families ensuring their level of performance improves.</p> <p>Attendance meetings established that attendance to clubs for 1 pupil was not possible due to timings and after school care was budgeted for to maintain attendance. Future attendance meetings will discuss such matters.</p>
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