

Primary School Pupil Premium Grant Strategy 2017-18

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	332
Total number and % of pupils eligible for PPG	60 – 18%
Amount of PPG received per pupil	£1320 £1900 (Looked After or Adopted Children)
Total Amount of PPG received	£88,460

Summary of main barriers faced by eligible pupils (<i>need to identify for your school</i>)
Attendance
Low reading skills
Low writing skills
Low mathematical skills
Speech and Language difficulties
Social Communication difficulties
Low self-esteem
Low aspiration
English as an Additional Language
Limited cultural / enrichment experiences
Special Educational Needs
Lack of family support

Primary School Pupil Premium Grant Strategy 2017-18

Provision	Target	Cost	Lead
Funded and partially funded places at Breakfast Club and After School Club.	To improve attendance and punctuality, raise attainment and progress for pupils attending.	£10,000	AHT
Learning Mentor to deliver circle time and positive reflection time to vulnerable children	To provide emotional support for identified pupils, promote good engagement in class through increased levels of self-confidence.	£12,000	Senco
Learning and Teaching Leaders time allocation to monitor progress of interventions.	Impact of interventions is closely tracked for each phase and provision is reviewed according to progress and need.	£2,000	Senco
Home school reading/study support resources. (Mathletics & Bug Club)	Additional resources to engage identified groups of learners to raise attainment in reading.	£3,730	AHT
Workshops on the teaching of phonics, reading, maths and curriculum access for pupils.	To ensure that parents are confident in supporting the education of pupils through termly sessions with a member of staff.	£2,500	HoS
Additional SEN support for Pupil Premium pupils	To close the gap in the attainment and progress between pupil premium and non-pupil premium pupils. To ensure that pupil premium funding is appropriately delegated and staff are trained to support individual pupil programmes and bought-in services.	£14,000	HoS and Senco
Marking and Feedback to children	To ensure that all staff are trained and supported to give appropriate feedback to children about their work.	£1,500	HoS and AHT
Educational Psychology and Outreach Support Services bought in for bespoke support programmes.	To improve behaviour for learning for identified pupil with specific needs.	£2,850	Senco
Whole Class Guided Reading resources and development reading across the school	Children will have access to more challenging books to raise attainment in reading by increasing the level of challenge in reading sessions.	£5,000	HoS and EHT
Development of outdoor learning	To ensure access to enrichment experiences for all groups of pupils.	£10,000	HoS

Primary School Pupil Premium Grant Strategy 2017-18

Financial assistance to ensure involvement in enrichment activities and school trips including educational visits, swimming lessons, music tuition etc.	To ensure access to school activities and enrichment activities for PP children. Pupils will improve their experiences so will have a rich bank of experiences to support ideas for writing. Pupils are able to develop interests and talents outside the school curriculum.	£3,500	HoS
Provision of subsidized uniform for identified families	To ensure all children share the school identity through adequate provision of uniform. 100% of children wearing the correct uniform	£3,080	HoS
Assessment and screening of pupils for Speech and Language targeted intervention groups.	Individual literacy and Speech and language programmes to address specific needs provided by staff.	£5,300	HOS and Senco
Targeted Reading catch up groups. Specifically to target Y5 and Y6 in Term 1. PPM will determine groups beyond this time.	To ensure PP children can make the same rates of progress as NPP children.	£4,500	
Targeted Reading catch up groups. Specifically target Years 3 and 4 in Term 1. PPM will determine groups beyond this time.	To ensure PP children can make the same rates of progress as NPP children.	£4,500	
Targeted provision for more able PP children.	To ensure more PP children make GDS in reading, writing and maths.	£4,000	

How will impact be measured?

- Termly meetings with headteacher and lead to review impact - targets will be met by the end of the year
- Reports to Governors
- Strategy to be reviewed on a seasonal termly basis

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Evidence of impact	December 2017	March 2018	July 2018																																																		
Funded and partially funded places at Breakfast Club and After School Club.	PP chn attendance is not significantly different to national at this stage in the year.	Year 1-6 (all) Sept to 4/5/18 – 96.8% PP children Sept to 4/5/18 – 96.2%	Year 1-6 96.8% PP 95.8%																																																		
Learning Mentor to deliver circle time and positive reflection time to vulnerable children	This provision has only just begun in T3.	Children who have participated so far are showing a more positive attitude to learning.	Learning walks show good engagement in learning. SDQ scores show chn are able to engage more easily with learning																																																		
Learning and Teaching Leaders time allocation to monitor progress of interventions.	SENCO monitors provisions and records progress chn have made. This is recorded on children's personalised plans.	Children who are below the program of study are monitored closely using B squared monitoring. This shows that the children are making small steps of progress.	Children who are below the program of study are monitored closely using B squared monitoring. This shows that the children are making small steps of progress.																																																		
Home school reading/study support resources. (Mathletics & Bug Club)	Engagement with children for Mathletics remains high. Class teachers are promoting bug club to encourage children to engage with bug club more readily.	Engagement in Mathletics continues to be high. The engagement in bug club continues to grow.	Engagement in Mathletics continues to be high.																																																		
Workshops on the teaching of phonics, reading, maths and curriculum access for pupils.	Phonics and Maths workshops were well attended by parents. Term 5 workshop will be held in the evening.	These workshops have been scheduled in for Term 6.																																																			
Additional SEN support for Pupil Premium pupils	By the time the children reach the higher end of KS2 the gaps between DP and NDP are diminished.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Y6</th> <th>R</th> <th>W</th> <th>M</th> <th>Comb</th> </tr> </thead> <tbody> <tr> <td>DP (14)</td> <td>12/14</td> <td>12/14</td> <td>13/14</td> <td>11/14</td> </tr> <tr> <td></td> <td>86%</td> <td>86%</td> <td>93%</td> <td>79%</td> </tr> <tr> <td>NDP (16)</td> <td>14/16</td> <td>14/16</td> <td>14/16</td> <td>13/16</td> </tr> <tr> <td></td> <td>88%</td> <td>88%</td> <td>88%</td> <td>81%</td> </tr> </tbody> </table>	Y6	R	W	M	Comb	DP (14)	12/14	12/14	13/14	11/14		86%	86%	93%	79%	NDP (16)	14/16	14/16	14/16	13/16		88%	88%	88%	81%	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Y6</th> <th>R</th> <th>W</th> <th>M</th> <th>Comb</th> </tr> </thead> <tbody> <tr> <td>DP (14)</td> <td>12/14</td> <td>13/14</td> <td>12/14</td> <td>11/14</td> </tr> <tr> <td></td> <td>86%</td> <td>93%</td> <td>86%</td> <td>79%</td> </tr> <tr> <td>NDP (16)</td> <td>14/16</td> <td>14/16</td> <td>14/16</td> <td>13/16</td> </tr> <tr> <td></td> <td>88%</td> <td>88%</td> <td>88%</td> <td>81%</td> </tr> </tbody> </table>	Y6	R	W	M	Comb	DP (14)	12/14	13/14	12/14	11/14		86%	93%	86%	79%	NDP (16)	14/16	14/16	14/16	13/16		88%	88%	88%	81%
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Marking and Feedback to children	Pupil conferencing shows that children value the verbal feedback that is given to them.	Pupil conferencing in T4 and book looks show that children are making good progress due to the feedback they are receiving during lessons.	Pupil conferencing in T6 and book looks show that children are making good progress due to the feedback they are receiving during lessons.																																																		

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Educational Psychology and Outreach Support Services bought in for bespoke support programmes.	No specific children seen to date.	Children seen by the EP have now specific interventions in place. EP is delivering CPD on precision teaching for all staff during Term 6.	CPD delivered by EP has empowered staff to be able to confidently deliver interventions. Senco continues to support where needed.																																																						
Whole Class Guided Reading resources and development reading across the school	RIC approach is taught across the school from Y1-6. The approach is still being embedded as it was new this academic year.	Predictions for KS1 Reading 83% Predictions for KS2 Reading 87%	KS1 DP reading – 63% (5/8) KS2 DP reading -86% (12/14)																																																						
Development of outdoor learning	EYFS area – improved with removal of tree and a new artificial area and sandpit area. Year 1 outside area being developed week beginning 22 nd Jan – impact yet to be measured.	EYFS outdoor learning is fully embedded. Year 1 area is now being used on a regular basis by both Year 1 classes.	EYFS outdoor learning is fully embedded. Year 1 area is now being used on a regular basis by both Year 1 classes.																																																						
Financial assistance to ensure involvement in enrichment activities and school trips including educational visits, swimming lessons, music tuition etc.	100% of children have taken part in educational trips to this point in the year.	100% of children have taken part in educational trips to this point in the year.	100% of children have taken part in educational trips to this point in the year.																																																						
Provision of subsidized uniform for identified families	Uniform is provided for PP chn either when requested or when needed.	Uniform is provided for PP chn either when requested or when needed.	Uniform is provided for PP chn either when requested or when needed.																																																						
Assessment and screening of pupils for Speech and Language targeted intervention groups.	All EYFS chn are now screened and appropriate provisions are in place for the children that require them	Specific children receive Speech and Language interventions and are discussed with SENCO regularly and at PPMs.	Specific children receive Speech and Language interventions and are discussed with SENCO regularly and at PPMs.																																																						
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		There has been some mobility in Year 3 which has changed the numbers of children in each group.							
Targeted Reading catch up groups. Specifically to target Y5 and Y6 in Term 1. PPM will determine groups beyond this time	Year 5	EXS+	GDS	Year 5	EXS+	GDS	Year 5	EXS+	GDS
	DP (9)	7/9 78%	1/9 11%	DP (9)	7/9 78%	1/9 11%	DP (9)	7/9 78%	1/9 11%
	NDP (20)	19/20 95%	5/20 25%	NDP (21)	21/21 100%	5/21 24%	NDP (21)	21/21 100%	5/21 24%
	Year 6	EXS+	GDS	Year 6	EXS+	GDS	Year 6	EXS+	GDS
	DP (14)	10/14 71%	5/14 36%	DP (14)	14/14 100%	4/14 29%	DP (14)	14/14 100%	4/14 29%
	NDP (16)	14/16 88%	4/16 25%	NDP (16)	15/16 94%	3/16 19%	NDP (16)	15/16 94%	3/16 19%
Targeted provision for more able PP children.	No of chn on track for GDS at the end of term 2 in Year 6 Reading: 5/14 = 36% Writing: 4/14 = 29% Maths: 4/14 = 29% Combined 3/14 = 21% No DP children were GDS combined in 2017.			No of chn on track for GDS at the end of term 4 in Year 6 Reading: 4/14 = 29% Writing: 1/14 = 7% Maths: 2/14 = 14% Combined: 0 No DP children were GDS combined in 2017 This Target will continue to be a focus into 2018-19.			No of chn on track for GDS at the end of term 4 in Year 6 Reading: 4/14 = 29% Writing: 1/14 = 7% Maths: 2/14 = 14% Combined: 0 No DP children were GDS combined in 2017 This Target will continue to be a focus into 2018-19.		