



Pupil Premium Strategy 2017-18			
Total PP Budget	£166560	Date of most recent PP review	Sept 2017
Number of pupils eligible for PP	113 (Ever 6 FSM) £1320 per child 3 Children (Ever 6 Service) £300 per child 5 (PLAC) £1900 per child 4 (LAC) £1300 per child (DCC hold £600 per child centrally) 6 EYPP (estimated) £300 per child	Date for next internal review of this strategy	Sept 2018

Barriers to future attainment (for some pupils eligible for PP) Academic Year 2017-18	
A	Speech and language delay when entering Early Years
B	Gaps in learning
C	Lower attainment at higher levels in English and mathematics
D	Access to extra-curricular provision including access to cultural experiences
E	Low attendance rates compared with other children
F	Resilience in the face of both academic and personal challenges
G	Awareness of career opportunities in the wider world

Planning outline for 2017-18

EYFS Initiatives

Barriers to learning to be addressed:

A	Speech and language delay when entering Early Years																			
B	Gaps in learning																			
C	Lower attainment at higher levels in English and mathematics																			
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and Evaluation															
Early Years Intervention	£10400.60	Targeted support for disadvantaged children in Nursery with a particular focus on speaking, reading, writing and mathematics.	To ensure disadvantaged children attain as highly as possible and make the best possible progress across the curriculum	Progress towards age related expectation to be monitored across the year.	<table border="1"> <thead> <tr> <th>Area</th> <th>% ARE+ entry</th> <th>% ARE+ exit</th> </tr> </thead> <tbody> <tr> <td>Speaking</td> <td>0</td> <td>71</td> </tr> <tr> <td>Reading</td> <td>29</td> <td>86</td> </tr> <tr> <td>Writing</td> <td>14</td> <td>86</td> </tr> <tr> <td>Maths</td> <td>14</td> <td>86</td> </tr> </tbody> </table>	Area	% ARE+ entry	% ARE+ exit	Speaking	0	71	Reading	29	86	Writing	14	86	Maths	14	86
	Area	% ARE+ entry	% ARE+ exit																	
Speaking	0	71																		
Reading	29	86																		
Writing	14	86																		
Maths	14	86																		
£8321	Targeted support for disadvantaged children in Reception with a particular focus on speaking, reading, writing and mathematics.	To ensure disadvantaged children attain as highly as possible, especially at GD and make the best possible progress across the curriculum	Progress in identified areas and to be monitored across the year.	<table border="1"> <thead> <tr> <th>Area</th> <th>% GD+ entry</th> <th>% Gd+ exit</th> </tr> </thead> <tbody> <tr> <td>Speaking</td> <td>6</td> <td>17</td> </tr> <tr> <td>Reading</td> <td>0</td> <td>18</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>12</td> </tr> <tr> <td>Maths</td> <td>6</td> <td>29</td> </tr> </tbody> </table>	Area	% GD+ entry	% Gd+ exit	Speaking	6	17	Reading	0	18	Writing	0	12	Maths	6	29	
Area	% GD+ entry	% Gd+ exit																		
Speaking	6	17																		
Reading	0	18																		
Writing	0	12																		
Maths	6	29																		

Y1-Y6 Initiatives

Barriers to learning to be addressed:

B	Gaps in learning
C	Lower attainment at higher levels in English and mathematics

Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and Evaluation												
Teaching Assistants	£8465.02	Y1-Continuous support in class of Pupil Premium children across the curriculum.	To enable all pupil premium children to progress in all areas of the curriculum	<p>Class teachers to make TAs aware of disadvantaged children in each class they work in.</p> <p>TAs to spend appropriate proportion of time with disadvantaged children.</p>	<table border="1"> <thead> <tr> <th></th> <th>% ARE+ Jul 17</th> <th>% ARE+ Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75</td> <td>92</td> </tr> <tr> <td>Writing</td> <td>75</td> <td>92</td> </tr> <tr> <td>Maths</td> <td>83</td> <td>92</td> </tr> </tbody> </table> <p>Focus for future to be GD as only change was in maths (8% increase)</p>		% ARE+ Jul 17	% ARE+ Jul 18	Reading	75	92	Writing	75	92	Maths	83	92
		% ARE+ Jul 17				% ARE+ Jul 18											
Reading	75	92															
Writing	75	92															
Maths	83	92															
£41,650.20	Y2-Continuous support in class of Pupil Premium children across the curriculum	Data to be analysed each term and discussed at pupil progress meetings	<table border="1"> <thead> <tr> <th></th> <th>% ARE+ Jul 17</th> <th>% ARE+ Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81</td> <td>68</td> </tr> <tr> <td>Writing</td> <td>81</td> <td>79</td> </tr> <tr> <td>Maths</td> <td>75</td> <td>84</td> </tr> </tbody> </table>		% ARE+ Jul 17	% ARE+ Jul 18	Reading	81	68	Writing	81	79	Maths	75	84		
	% ARE+ Jul 17			% ARE+ Jul 18													
Reading	81	68															
Writing	81	79															
Maths	75	84															

	% GD Jul 17	% GD Jul 18
Reading	25	32
Writing	19	32
Maths	25	32

Focus for future- children who did not achieve ARE at end of Y2 (especially in reading) to be identified and appropriate support given in Y3

£5854.56

Y3-Continuous support in class of Pupil Premium children across the curriculum.

	% ARE Jul 17	% ARE+ Jul 18
Reading	87	73
Writing	80	60
Maths	87	80

	% GD Jul 17	% GD Jul 18
Reading	20	20
Writing	13	20
Maths	13	13

Focus for future- children who achieved ARE/GD at end of Y2 but did not at end

				<p>of Y3 to be identified and appropriate support interventions to be put in place in Y4.</p> <p>Emphasis for Y3 for forthcoming year to be ensuring attainment for disadvantaged children is maintained and built upon.</p>																								
£31935.08	Y4 Continuous support in class of Pupil Premium children across the curriculum.			<table border="1" data-bbox="1619 651 1955 804"> <thead> <tr> <th></th> <th>% ARE Jul 17</th> <th>% ARE+ Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88</td> <td>65</td> </tr> <tr> <td>Writing</td> <td>76</td> <td>18</td> </tr> <tr> <td>Maths</td> <td>76</td> <td>41</td> </tr> </tbody> </table> <table border="1" data-bbox="1619 866 1955 1019"> <thead> <tr> <th></th> <th>% GD Jul 17</th> <th>% GD Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12</td> <td>6</td> </tr> <tr> <td>Writing</td> <td>18</td> <td>12</td> </tr> <tr> <td>Maths</td> <td>76</td> <td>41</td> </tr> </tbody> </table> <p>Focus for future- children who achieved ARE/GD at end of Y3 but did not at end of Y4 to be identified and appropriate support interventions to be put in place in Y5.</p>		% ARE Jul 17	% ARE+ Jul 18	Reading	88	65	Writing	76	18	Maths	76	41		% GD Jul 17	% GD Jul 18	Reading	12	6	Writing	18	12	Maths	76	41
	% ARE Jul 17	% ARE+ Jul 18																										
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					<p>Emphasis for Y4 for forthcoming year to be ensuring attainment for disadvantaged children is maintained and built upon by considering how disadvantaged children can be best supported by TA involvement.</p>																								
	£12416.80	Y5 Continuous support in class of Pupil Premium children across the curriculum.			<table border="1"> <thead> <tr> <th></th> <th>% ARE Jul 17</th> <th>% ARE+ Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69</td> <td>79</td> </tr> <tr> <td>Writing</td> <td>69</td> <td>77</td> </tr> <tr> <td>Maths</td> <td>69</td> <td>69</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>% GD Jul 17</th> <th>% GD Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8</td> <td>23</td> </tr> <tr> <td>Writing</td> <td>8</td> <td>15</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>15</td> </tr> </tbody> </table> <p>Focus for future- children just below ARE in maths to be identified and supported in Y6 to ensure attainment improves by end of KS2</p>		% ARE Jul 17	% ARE+ Jul 18	Reading	69	79	Writing	69	77	Maths	69	69		% GD Jul 17	% GD Jul 18	Reading	8	23	Writing	8	15	Maths	0	15
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Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation																								
Reducing class size	£7605.42	Reduction of class size in Y6	To improve attainment of disadvantaged children at age related expectation in Y6	Activity to be monitored termly by checking RWM assessments by DH.	<table border="1" data-bbox="1619 456 1917 668"> <thead> <tr> <th></th> <th>% ARE+ Jul 17</th> <th>% ARE+ Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63</td> <td>68</td> </tr> <tr> <td>Writing</td> <td>56</td> <td>79</td> </tr> <tr> <td>Maths</td> <td>69</td> <td>79</td> </tr> </tbody> </table> <table border="1" data-bbox="1619 730 1917 916"> <thead> <tr> <th></th> <th>% GD Jul 17</th> <th>% GD Jul 18</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6</td> <td>6</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>16</td> </tr> <tr> <td>Maths</td> <td>6</td> <td>11</td> </tr> </tbody> </table> <p data-bbox="1619 983 1917 1126">Focus for future to improve attainment of disadvantaged children in GD.</p>		% ARE+ Jul 17	% ARE+ Jul 18	Reading	63	68	Writing	56	79	Maths	69	79		% GD Jul 17	% GD Jul 18	Reading	6	6	Writing	0	16	Maths	6	11
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Small group tuition	£12842.15	Focused support for children who are also SEN in Y6	Providing extra support for children who are disadvantaged and SEN.	Gains made by disadvantaged children to be checked by DH termly	Of the two children involved – expected progress was made across the year in all areas with the exception of reading where 1 child made less than expected progress compared to his starting point in Y6.
	£487.53	Y6 Booster Group for Maths	To improve attainment for disadvantaged children in Y6.	Data to be analysed post Sats for children involved	Of the 10 children selected 7 made expected progress and 3 made more than expected progress over the course of the year. 100% ARE+ 10% GDS.
	£487.53	Y6 Reading Booster groups.	To secure age related expectation and push towards greater depth in reading for Pupil Premium children	Progress children making over the course of the intervention to be monitored termly. Data to be analysed post SATs	Of the 10 children targeted 5 made expected progress over the course of the year and 3 made more than expected progress over the course of the year. 80% ARE+, 10% GDS
	£2297,13	Y6 Writing Booster groups.	To secure age related expectation and push towards greater depth in	Progress children making over the course of the	Of the 10 children targeted 3 made expected progress over the course of the year and 6 made

			writing for Pupil Premium children	intervention to be monitored termly. Data to be analysed post SATs	more than expected progress. 90% ARE+ 20 % GDS
£3422.44	Y1 Phonics Booster		To work with pupil premium children in preparation for the Y1 phonics check.	Attainment of children to be considered post check by DH.	85% of disadvantaged children attained the expected standard in phonics which is in line with other children in school.
£152.07	Y2 Phonics catch up		To work with pupil premium children who failed to reach the expected standard in the Y1 phonics check	Children to be rechecked termly to consider progress.	Of the 4 disadvantaged pupils who resat the phonics test in Y2 3 achieved the required standard.

Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
One to one tuition	£499.05	Y2- 5 Catch up literacy	To enable disadvantaged children to catch up with non-disadvantaged peers.	Data to be analysed for the children concerned by DH	Of the 5 disadvantaged children involved in the intervention. 1 made more than expected progress, 2 made expected progress and 2 did not make expected progress. Focus for the future: Children who did not make expected progress to be given different support/intervention. Careful consideration of needs of children proposed for catch up literacy to be undertaken.
	£4029.48	Y2-5 Power of 2	To improve progress and attainment of disadvantaged children in mathematics.	Attainment of disadvantaged children to be monitored termly by DH	Of the children selected for the tuition 100% made expected progress
	£8035.20	Targeted support for LAC children	1:1 work to ensure progress and highest possible levels of	Attainment of LAC children to be	Of the 6 children involved:

			achievement in Literacy and Numeracy	monitored termly by DH	<p>Reading- 2 made more than expected progress. 3 made expected progress. 1 made less than expected progress.</p> <p>Writing -3 made more than expected progress. 2 made expected progress. 1 made less than expected progress.</p> <p>Maths- 3 made more than expected progress. 2 made expected progress. 1 made less than expected progress.</p> <p>Focus for future- Where children have made less than expected progress teachers to be made aware either in school or receiving school if the child has left- and appropriate next steps to be considered.</p>
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Extra- Curricular Initiatives

Barriers to learning to be addressed:

D	Access to extra-curricular provision including access to cultural experiences				
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
Arts participation	£659.52	To subsidise the cost of cultural experiences and visits (e.g. visits to theatres, in school performances)	To ensure that disadvantaged children have access to a wide variety of cultural experiences	Disadvantaged children to be surveyed with regard to their previous cultural experiences and how the experiences they are provided with have impacted on them.	All disadvantaged children in school had access to cultural experiences including visits from musicians and visits to outside settings.
	£366.90	Home Economics/Cookery	To teach disadvantaged children 'life skills' to enhance their home lives safely.	Sessions to be based on children's needs and new skills to be taught appropriately.	All disadvantaged participants had the opportunity to apply RWM skills in a practical setting

Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
Homework	£786.09	Homework Clubs	To improve the return and quality of homework for disadvantaged children	Class teachers to monitor homework each week	All disadvantaged participant handed homework in on time and completed to teachers' satisfaction.
Arts participation	£354.83	Film club	To offer children a social situation in which to discuss and carry out follow up work on films with particular reference to characters.	Achievement of disadvantaged children in reading. to be monitored.	Of the 7 children who participated 2 made more than expected progress in reading, 4 made expected progress in reading and 1 made less than expected progress in reading
Outdoor learning	£385.41	Gardening club	To improve science skills.	Achievement in science of children involved to be monitored	Of the 4 children attending all made expected progress with regard to Science.

Attendance initiatives

Barriers to learning to be addressed

E	Low attendance rates compared with other children				
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
Parental involvement	£2000	To employ a part time attendance officer to ensure the fullest possible attendance of disadvantaged children	To improve attendance of disadvantaged children.	Attendance of disadvantaged children particularly those with persistent absence to be monitored weekly by office staff	Of the 16 disadvantaged children still on roll identified as persistent absentees at the end of the academic year 16/17, 11 moved out of the persistent absentee category at the end of the academic year 17/18. The average improvement was 3.2%. However further work needs to be done to reduce the overall absence and persistence absence rates.

Pastoral initiatives

Barriers to learning to be addressed:

F	Resilience in the face of both academic and personal challenges				
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
Social and emotional learning	£1534.73	Listening Matters/ Connecting With Children	To improve self-esteem, concentration and behaviour of disadvantaged children.	To be monitored termly by DH with Listening Matters coordinator.	Of the children involved all children made expected progress in the areas of reading, writing and mathematics. One child made more than expected progress in reading, writing and mathematics.

Raising aspirations initiative

Barriers to learning to be addressed:

G	Awareness of career opportunities in the wider world				
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Impact and evaluation
Aspiration interventions	£1606.85	Children to access STEM activities	<p>To make children aware of different career opportunities and avenues open to them.</p> <p>To ensure maximum amount of progress with regard to STEM subjects</p>	<p>Children to be surveyed pre and post intervention to see how attitudes and ideas have progressed.</p> <p>STEM subjects to be monitored termly by DHT</p>	<p>All children had positive attitudes to STEM subjects following the action.</p> <p>Of the 5 children involved:</p> <p>3 made more than expected progress in science, 1 made expected progress and 1 made less than expected progress.</p> <p>In maths 4 children made expected progress and 1 child made more than expected progress.</p> <p>In design and technology 2 made more than expected progress and 3 made expected progress</p>

Total spend = £166,595.59

Shortfall of £35.59 met from school fund.