

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2017 – 2018
Number of pupils on roll (October 2016 census)	207
Number of pupils eligible for pupil premium funding	39
Amount of Pupil Premium Grant received	£50,000

Summary of the main barriers faced by eligible pupils
1. The percentage of disadvantaged pupils reaching a GLD in EYFS is lower when compared to others.
2. Attainment in English (Reading) and Maths at KS1 for disadvantaged pupils is slightly lower than National Expectations.
3. There is a difference between the attainment in English and Maths at the end of KS2 for disadvantaged pupils and other pupils.
4. Absence for disadvantaged pupils is higher than national figures.

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1.	To raise the % of disadvantaged children reaching a good level of development at the end of EYFS.	The number of pupils reaching a GLD in EYFS rises to 70% The number of disadvantaged pupils rises to 50% LSA support through 'school ready' intervention for year R as planned by class teacher.
2.	For the attainment of disadvantaged children in English (reading) at the end of KS1 to increase so that it is in line or above National Expectations.	Extra KS1 LSA support in class to support the learning of disadvantaged children through pre teaching, group support etc in English lessons. Targeted intervention for pupils in KS1 led by LSA to help improve phonics and basic reading skills to ensure these children can access their learning. Regular intervention led by CT targeted around band 1/2 reading and writing.
	For the attainment of disadvantaged children in Maths at the end of KS1 to increase so that it is in line or above National Expectations.	Extra KS1 LSA support in class to support the learning of disadvantaged children through pre teaching, group support etc in Maths lessons. Targeted intervention for pupils in KS1 led by LSA to help improve basic number skills and problem

		<p>solving to ensure these children can make good progress.</p> <p>Regular intervention led by CT targeted around band 1/2 number.</p>
3.	To raise attainment of disadvantaged pupils in English so these children perform more in line with their peers and with National Expectations.	<p>HLTA (Yr 6) support in class for targeted pupils</p> <p>Quality First teaching in all year groups with clear differentiation and support in English.</p> <p>Targeted intervention for disadvantaged pupils</p> <p>Closer tracking of all disadvantaged pupils</p>
	To raise attainment of disadvantaged pupils in Maths so these children perform more in line with their peers and with National Expectations.	<p>HLTA (Yr 6) support in class for targeted pupils</p> <p>Quality First teaching in all year groups with clear differentiation and support in maths.</p> <p>Targeted intervention for disadvantaged pupils</p> <p>Closer tracking of all disadvantaged pupils</p>
4.	For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN.	<p>Attendance officer to track attendance, warning letters and SAMs planned for pupils with attendance under 95%.</p> <p>Attendance policy updated with clear rewards and support around attendance, including clear tracking of vulnerable children.</p> <p>Learning Mentor support</p> <p>Early bird initiative each half term.</p>
	For the attendance and punctuality of disadvantaged pupils to improve.	<p>Breakfast club provision for targeted children every day. Club includes opportunity for 1:1 reading, board games, story sharing etc from LSAs to targeted children.</p>

Planned Expenditure					
Academic Year		2017 - 2018			
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1,2,3	Carefully planned use of LSA/HLTA support in Lower school (KS1) in mornings, in upper school all day, in EYFS all day.	LSAs/HLTAs to provide targeted support for disadvantaged pupils during whole class teaching as well as including interventions such as Toe by Toe to close gaps and aid progress of disadvantaged pupils.	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	GS and LL	Half termly

1,2,3	LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	Targeted intervention is planned by the class teachers. LSAs and teachers are organised to support small groups throughout day to provide Intervention. Disadvantaged children therefore make more progress	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	GS and LL	Half termly
Total Budget Cost					£
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1	HLTA full time in EYFS.	HLTA to provide full time support for vulnerable children to ensure they are 'school ready' and able to access learning.	Planning scrutinies Drop in by SLT Pupil progress meetings Intervention planning monitored regularly and impact measured	GS and LL	Half termly
1,2,3	LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	Targeted intervention is planned by the class teachers. LSAs and teachers are organised to support small groups throughout day to provide Intervention. Disadvantaged children therefore make more progress	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	GS and LL	Half termly
2,3	LSA training for supporting QFT and leading interventions. Targeted Intervention for disadvantaged pupils in Reading, writing and Maths in KS2.	Targeted interventions are planned, intense and specific 6 week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	Teachers plan intervention LSAs and teachers deliver intervention at different times of day Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils	GS and LL	Half termly
Total Budget Cost					£
Other Approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
2,3	Support for Vulnerable disadvantaged pupils 2 x afternoons focusing on social and emotional support.	Barriers to learning can be addressed so children feel confident and are able to learn in mornings. Address self esteem issues.	Timetable for all vulnerable children to be reviewed half termly Communication between LSA and class teacher	GS and LL	Half Termly
3.	Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment.	Clear tracking systems in place Close tracking of disadvantaged pupils Early Bird Incentives Monthly attendance reviews	GS	Half Termly
Total Budget Cost					£

Review of Expenditure			
Academic Year		2017 - 2018	
Quality of Teaching for All			
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)
1. To raise the % of disadvantaged children reaching a good level of development at the end of EYFS.	HLTA support in EYFS class provided good quality interventions for targeted children.	The number of pupils reaching ARE at the end of EYFS exceeded our target and 82% of children reached a good level of development. The number of PPG children reaching a good level of development was broadly in line with our target as 67% reached a GLD.	Early identification of speech and language support is key. 'Welcom' could be implemented in EYFS as an intervention.
2. For the attainment of disadvantaged children in English (reading) and maths at the end of KS1 to increase so that it is in line or above National Expectations.	HLTA time in targeted classes to lead interventions. CT targeted work with individual children.	In year 2, 100% of PPG children passed their phonics screening. At the end of KS1 the PPG children reaching ARE in English rose to 75% and in maths to 75%.	LSAs were well trained in PPMs to identify learning barriers of individual children. This should be done each half term. Ensure a clear timetable for all interventions is shared with all. Always review interventions every 6 weeks.
3. To raise attainment of disadvantaged pupils in English and maths in KS2 so these children perform more in line with their peers	HLTA time in targeted class (yr 6) to lead interventions. CT targeted work with individual children. Close tracking	At the end of KS2 60% of PPG children reached ARE in reading, 80% in writing, 100% in maths and 100% in GPS.	360 tool is highly effective in identifying barriers to learning to enable a range of intervention to take place eg Forest Schools to promote independence/confidence/communication skills.

and with National Expectations.	of progress data for all vulnerable children.		
Targeted Support			
Desired Outcome	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)
1. To raise the % of disadvantaged children reaching a good level of development at the end of EYFS.	HLTA full time in EYFS. LSA support in class to support QFT.	The number of PPG children reaching a good level of development at the end of EYFS was broadly in line with our target as 67% reached a GLD.	Close relationships with nursery will impact on baseline when the children reach reception eg phonics teaching in nursery to be carried out by reception teacher
2. For the attainment of disadvantaged children in English (reading) and maths at the end of KS1 to increase so that it is in line or above National Expectations.	Small group interventions for targeted groups to ensure vulnerable groups are making good progress.	At the end of KS1 the PPG children reaching ARE in English rose to 75% and in maths to 75%.	Combining year 1 and 2 children with the same needs gives the opportunity to allow more children to access support needed. Think about the LSA supporting SEN in the classroom – could this adult be utilised beyond supporting only one child?
3. To raise attainment of disadvantaged pupils in English and maths in KS2 so these children perform more in line with their peers and with	LSA training for supporting QfT and understanding needs of individual children.	LSAs reported that they felt confident to support their vulnerable children. CTs reported that the LSAs were more skilled in supporting QfT through their LSA training programme.	LSAs really welcomed the regular training sessions and keeping 'learning logs' on their professional development – weekly sessions would benefit all.

National Expectations.			
Other Approaches			
	Chosen action / approach	Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.	Lessons Learned (will this approach be continued)
2/3. To raise attainment of disadvantaged pupils in English and maths in KS2 so these children perform more in line with their peers	Social and emotional support for vulnerable children	Data at the end of KS1 and KS2 for PPG children show that targets were met. Pupil perception demonstrate the impact of the work of our Learning Mentor and, in particular, where children were NOT on track to make expected progress but achieved this progress.	Learning Mentor could support families of vulnerable children – regular phone calls home, drop in sessions etc had a HUGE impact on one particular family this year.
4. For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN.	Attendance officer tracking data. Early bird incentives, letters home, celebrations and rewards	Attendance of PPG children rose throughout the year from 91% to 93.7%. PA rates fell for PPG children from 23% to 11% by the end of the year.	Knowledge of key families is vital – good and regular communication made all the difference. GRT attendance is still a real issue for us and outside agencies are not offering support.

2017/2018 Academic Impact Data

End of KS2 2017/2018		
Year 6 – 28 pupils in total (5 PPG)		
	Disadvantaged Pupils	All Pupils Nationally
Reading	Age Related Expectation 60%	Age Related Expectation 66%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 19%
	Progress -3.2	Progress 0.00
Writing	Age Related Expectation 80%	Age Related Expectation 74%

	Deeper Level of Understanding 20%	Deeper Level of Understanding 15%
	Progress 0.8	Progress 0.00
GPS	Age Related Expectation 100%	Age Related Expectation 78%
	Deeper Level of Understanding 20%	Deeper Level of Understanding 27%
Mathematics	Age Related Expectation 100%	Age Related Expectation 70%
	Deeper Level of Understanding 0%	Deeper Level of Understanding 17%
	Progress -4.2	Progress 0.00

End of KS1 2017/2018

Year 2 – 28 pupils in total (4PPG)

	Disadvantaged Pupils	All Pupils Nationally
Reading	Age Related Expectation 75%	Age Related Expectation 74%
	Greater Depth 0%	Greater Depth 24%
Writing	Age Related Expectation 75%	Age Related Expectation 65%
	Greater Depth 0%	Greater Depth 13%
Mathematics	Age Related Expectation 75%	Age Related Expectation 73%
	Greater Depth 0%	Greater Depth 18%