

5 Planned Expenditure					
Academic Year	2016/17	£223,080			
The following headings enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i Quality of 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?	Staff lead	When will you review implementation?
A - Improved oral language skills in Reception.	Staff training and high quality verbal interaction. Use of the Numbers Count approach for catch-up.	We want to invest in longer term change which will benefit all pupils and which is sustainable.	Courses selected using evidence of effectiveness. Use of staff meeting time to disseminate. Dedicated Numbers Count teacher.	JC/HF	Jan-17
B - Progress in relation to starting point for new joiners.	Dedicated staff member to assess children using relevant tool kits. Extra teachers employed to ensure smaller teaching groups for end of KS classes. Planned intervention groups to provide quality wave three work where necessary.	Map of newly arrived children's language acquisition, SEN toolkit in place and all children receiving personalised curriculum where necessary. Children accessing more personalised curriculum delivered in smaller groups by quality teachers. PP children identified at Pupil Progress meetings as being at risk of not making expected progress are targeted to receive additional support.	Courses selected using evidence of effectiveness. Use of staff meeting time to disseminate. Regular meetings with parents. Through lesson observations, learning walks and Pupil Progress Meetings.	JT/DL/JC/HF	Jan-17
Total budget cost					£118,054

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?	Staff lead	When will you review implementation?
C - To enhance the quality of PP children's writing and reading by ensuring they receive enrichment opportunities	We want to provide children with a range of opportunities which can then be drawn upon to impact on their writing. In addition we want to ensure that children continue to be stimulated during holidays and that they are given every opportunity to access high quality texts both at home and at school.	Increasing number of children completing the Reading Challenge. 95% of children withdrawing a library book half termly. Class themes related to trips and evidence of experience can be seen in the quality of their writing. Children return from holidays enthusiastic and ready to learn.	Keep library stocked with attractive material. Timetable every class to have a library session. Reward children with book tokens. Promote the Reading Challenge. Provide access to e-books to attract reluctant readers. Provide holiday clubs for identified PP children. Ensure all PP children have experience of at least two trips regardless of ability to make monetary contribution.	JT	Nov-16
D - All identified PP children to receive appropriate support to improve emotional well-being	Bi-weekly session with trained counsellor, weekly drop-in session and weekly Circle of Friends groups.	A number of children present in school with significant emotional needs as a result of home situations. Many have poor social skills and lack the ability to sustain relationships. We endeavour to provide these children with trained professionals who can offer high quality support.	Pupil Progress Meetings and feedback from counsellors regarding children's progress.	JT	Jan-17

E - To ensure that progress of PP children not inhibited due to home circumstances.	Safeguarding climate in school is such that changes in pupil's home circumstances are quickly identified and necessary action taken. Dedicated bi-weekly family support worker to signpost families to relevant services.	Many children present hungry without appropriate clothing. Often poor attendance and report very poor home circumstances eg no heating, homes without gas and electricity. This has a detrimental impact on their ability to concentrate in school.	Pupil Progress Meetings and feedback from family support workers on the success of their work in improving family life.	JT	Jan-17
Total budget cost					80,886

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?	Staff lead	When will you review implementation?
F - Increase attendance rates.	Clerical Assistant employed to follow up on absences and provide first-day response provision. Half termly meetings to monitor individual attendance of all PP children below 95%. Employ attendance officer to complete administration work to go forward for Spotlighting.	To improve children's attainment children first have to be attending school.	Through briefing and collaborative work to ensure the process is smooth and effective.	JT	Jan-17
Total budget cost					24,140

6 Review of expenditure for previous year					
Previous Academic Year		2015/16 : £240,240			
i Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria? (incl impact of pupils not eligible for PP, if appropriate)	Lessons learned (and whether we will continue with this approach)	Cost	
Improved progress for all PP pupils.	Staff training on BLP and Bloom's Taxonomy	Almost all pupils made progress from their starting points, where pupils did not make progress there were other determining factors.	Some children had a ceiling put on their progress due to the current success criteria. BLP and Bloom's Taxonomy together with the Powerzone will be continued and in addition all staff will receive training on use of Steps to Success. This will be monitored by Leader of Learning.	£10,200	
To accelerate progress of PP children.	To educate PP children from Y2 upwards in smaller groups.	Almost all children made progress from their starting points.	Year groups who were taught by long term additional staff as opposed to shorter term agency staff made better progress. The question raised was would the children taught by short term agency staff still have made the same progress in a larger group?	105,600	

To close the gap in Writing between PP children and all children nationally at the end of KS2	We wrote and implemented an action plan to raise standards of Writing in Y6. This involved employing a dedicated Leader of Learning, introducing guided and modelled writing sessions and immersing the children in Writing.	All children made progress in Writing and as a school we were significantly above national data for progress and attainment of all groups.	We will disseminate the good practice to the rest of the school where appropriate and apply the same process to the improvement of Reading at the end of KS2.	19,000
To improve standards in all year groups and to encourage children to be more independent learners	Invested in Powerzones and Leader of Learning trained in use of BLP and Bloom's Taxonomy which was disseminated to all staff.	Higher order questions are now planned which meet the demand of the new curriculum. Children are becoming increasingly more independent learners which frees the teacher to give targeted support where necessary in class.	It has been very successful and we must ensure that new staff are fully inducted in the approaches.	22,000

ii Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:did we meet the success criteria? (incl impact of pupils not eligible for PP, if appropriate)	Lessons learned (and whether we will continue with this approach)	Cost
To ensure all PP children either reach end of year expectations or close the gap.	We wanted to provide children with a range of opportunities which could then be drawn upon to impact on their writing. In addition we wanted to ensure that children continued to be stimulated during holidays and that they were given every opportunity to access high quality texts both at home and at school.	Almost all pupils made progress from their starting points, where pupils did not make progress there were other determining factors.	Almost all PP children who didn't have other determining factors met the end of year expectation or significantly closed the gap. Therefore we will continue to build on this approach.	£23,640
To enhance the quality of PP children's writing by ensuring they receive enrichment opportunities	We provided PP children with a range of opportunities which they could then draw upon to enhance their writing. In addition we wanted to ensure that children continued to be stimulated during holidays and that they were given every opportunity to access high quality texts both at home and at school.	95% of all children accessed the school library and wrote reports on books. End of KS1 and KS2 data in Writing indicates school made better than average progress in Writing when compared with National data. Forty more children than in previous years completed the Reading challenge.	The approach was a success and we will continue.	15,000

To ensure that progress of PP children is not inhibited due to home circumstances.	Safeguarding climate in school was such that changes in pupil's home circumstances were quickly identified and effective action taken. Dedicated bi-weekly family support worker signposted families to relevant services.	Almost all PP children made at least good progress from their starting point.	The approach was a success and we will continue.	£15,300
To ensure that all PP have their basic needs at home met.	We were aware that some PP children could not fully access the curriculum as they were not adequately fed or clothed appropriately to suit weather conditions and were unable to complete homework due to lack of gas and electricity.	Almost all PP children made at least good progress from their starting point.	The approach was a success and we will continue.	£5,600

iii Other approaches

Desired outcome	Chosen action/approach	Estimated impact:did we meet the success criteria? (incl impact of pupils not eligible for PP, if appropriate)	Lessons learned (and whether we will continue with this approach)	Cost
To continue to raise the attendance rates for PP children.	First day contact, home visits after three days. Half termly attendance monitoring with follow-up actions and Spotlighting were necessary. In some circumstances extra support was provided.	The attendance for PP children continues to rise and persistent absences fall.	The approach was a success and we will continue.	£23,900