



The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The use of some pupil premium strategies can benefit all children.

Impact -Ingrow Primary - 59% pupils are eligible, equalling £225, 720 (figures based on September 2015 intake)

Key Area	Responsibility	Actions	Timescale	Monitoring	Impact
Provide booster sessions for Year Six children. Morning club boosting sessions. One to one tuition.	Assistant Head -Inclusion Leader	<ul style="list-style-type: none"> ▪ Identify Y6 children for booster sessions pre SATs. ▪ Deliver booster sessions for targeted pupils. Identify children to attend one to one tuition. 	35 Sessions 6 Weeks Spring 2016- Summer2016	HoS and SLT Analyse of data for targeted children to measure impact.	From KS1 to end of KS2 progress 100% made expected progress in writing. 90% made expected progress in Maths. 60% made expected progress in Reading.
Ensure effective attendance of vulnerable families.	Head of School and Attendance officer.	<ul style="list-style-type: none"> ▪ Monitor attendance and follow up meetings ▪ First day calls ▪ Home visits 	All year round.	HT report to governors	The gap for disadvantaged children i persistent absence was reduced. Attendance at Ingrow has maintained an upwards trend reaching its highest ever level in 2016



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Offer family support and parental involvement, including vulnerable families.	Head of School Assistant Heads	<ul style="list-style-type: none"> • deliver Parents Classes. Lead CAF's Offer Early family support 	Autumn 2015 Spring 2016	Track attendance figures of vulnerable groups following family support.	Positive parental voice has been gathered. Consistent numbers of parents are accessing support and classes. Families engaging with school.
Provide in house Educational Psychologist and Speech and Language Therapy.	Inclusion Manager	<ul style="list-style-type: none"> • Detailed advise in relation to children's learning and speech needs 	Autumn 15-summer 16	Analyses in year data for targeted children to measure impact.	Children had tailored support. Work in books and observations demonstrated that children's need are specifically targeted. Children on SEN register recorded good progress. Children accessed speech and language therapy swiftly. EYFS children accessed speech and language interventions and closed the gap in expressive and receptive language development.
Develop a wide range of holiday and out of hours school provision	LM/CB/EM	<ul style="list-style-type: none"> • Offer a range of extended provision for 	After school, Feb	CB/AC Track attendance	Positive parent voice. Children fully engaged in out of school activities.



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for targeted children in school.		families and children.	half term and Easter holidays	figures of vulnerable groups following family support. Analyse APS data for targeted children to measure impact.	
Reading Partner and Phonics Boosting for ks1 children.	HoS, Inclusion Leader and Literacy Leader	<ul style="list-style-type: none"> Screen and baseline all PP children. Implement 1:1 daily phonics boosting. 	Autumn Spring Summer	Analyse data for targeted children to measure impact.	84% of the pp children passed the phonics-screening test. 100% of Y2 children passes the test.
Providing school uniforms, breakfast or equipment	Hos and Inclusion Leader	<ul style="list-style-type: none"> Provide Book bags, stationary equipment and uniforms if required. PP children to access breakfast club. Physical activities to be accessed at breakfast 	Autumn Spring Summer	Gather pupil and parent voice.	Parent and pupil voice was positive. Children were motivated to bring the books and homework back to school.



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		club.			
Provide a range of opportunities to enhance the curriculum for all pupils.	All SLT Miss Fraser Mrs Collier-clubs	<ul style="list-style-type: none"> • Offer Forest schools and outdoor learning at Long Lee Primary. • Purchase of Lego • Purchase Ipads • Karate 	Autumn Spring Summer		<p>Forest school and outdoor learning activities build confidence and engagement in learning. Life skills: Children learn how to risk assess and take responsibility for their actions. They also develop many life skills such as communication, leadership, negotiation, team building, problem solving and many more.</p> <p>Children have been able to access Lego engineering- this has provided children with the opportunity to develop social skills, speaking and listening.</p> <p>Lego club was a popular after school club and was over subscribed.</p> <p>Karate is over subscribed</p>
Provide transport to offsite provision and Groups.	SLT	<ul style="list-style-type: none"> • Provide transport to outdoor learning activities. • Provide transport to off 	Autumn Spring Summer		Children attending specialist off site provision, children have



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		site specialist provision.			successfully reintegrated back in Ingrow.
Provide emotional support to self regulate.	HoS, Inclusion Leader and Assistant Inclusion Leader.	<ul style="list-style-type: none"> • Train staff in play therapy • Identify children to access play therapy and Nurture. • Continue with nurturing schools. 	Autumn Spring and Summer	Inclusion Leader and Play therapist to monitor SDQ results.	<p>Observations showed children engaging in play with enjoyment. Positive impact on the SDQ. 10 children accessed PTUK who would have still been on a waiting list.</p> <p>Nurture-Increase engagement in learning. Children are developing the ability self regulate and engage in teacher led activities.</p>
Offer Reading interventions- 20/20 reading and reluctant readers.	HoS, Inclusion Leader and Inclusion Leader.	<ul style="list-style-type: none"> • Identify children to access the intervention • Buy reluctant readers program. 			Reluctant readers intervention offers highly engaging books. Children have made good progress in their reading.