

	Pupil Premium Funding Total	EVER FSM	LAC	EYPPS			
		31	4	7			
	£61,331	£52,470	£6,954	£1,607			
Pupil Premium used for:	Amount allocated to the intervention / action		Is this a new or continued activity/cost?	Brief summary of the intervention or action, including details of year groups and pupils involved, and evidence	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
	(£)						If you plan to repeat this
To provide detailed in school transition for all year groups - Summer 2	£400.00	Supply costs £200 x 2 days	Continued	Positive transition for children in to new classrooms.	Transition difficult for our children. 2 days in new classes in the last week of the summer term. Systems in place, classrooms set up ready for Autumn term.	Settled children in September. Progress in core subjects made at a quicker pace in Autumn 1. Data analysis in December	Learning walks show a calm start to the academic year for all classes. Relationships with key staff established quickly. Behaviour data positive across classes and for pupil premium pupils in Autumn 1. Key adults redeployed where appropriate for PP individuals requiring it. Attainment data tracked and provision in place where necessary to support further progress.
NFER Autumn and Summer assessments	£3,000	NFER summative assessments	New	Autumn package, summer package and marking service paid for https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Support teacher assessment through providing baseline and end of year standardised scores for children in year 3, 4 and 5 Compare data to show progress as an age standardised score across the year in years 3-5	Class teachers, SW/FW progress review and whole school data analysis	Autumn and summer standardised testing has supported and confirmed teacher assessment for all pupils across years 3-5. Pupil premium children's progress highlighted to support transition and show progress across the year, including question and analysis data to support further teaching and intervention.
To subsidise class trips club for FSM children.	£350	All PP x £10	Continued	All children to attend the school trip linked to the class topic 'Access to opportunities' –Sir John Dunford	Provide opportunity for all children to be included in the class trip and enrichment of their topic	Monitor uptake of PP children	100% of pupil premium children across all classes attended all trips that they were invited on. Enriching curriculum topics and opening access to opportunities. (Trip lists, photographs and follow up work)
To provide uniform for those that need it.	£38	Any PP children that require support with uniform	Continued	All children will have the same uniform Maslow	All children to look the same and with a feeling of belonging	Individual child basis	Any pupil premium families that require financial support for school uniform can access this allocated money to provide clothing for school. The few children that are supported in this way wear their uniform with confidence and feel part of the school community.
To subsidise breakfast club for FSM children.	£730	Pupil uptake per day	Continued	Breakfast provision for children entitled to PP https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-	Improved/sustained attendance/punctuality/behaviour/ attainment	Attendance, behaviour and attainment monitored	The pupil premium children attending breakfast club have consistently good attendance and punctuality. Behaviour incidents are less for some pupils and attainment for the pupils attending is positive. (PP file analysis)

Free milk for PP children	£33	Any PP children	New	Free milk for children entitled to PP Maslow	Children nourished, meeting basic needs and ready to learn.	Individual child basis	One child currently having free milk.
Equivalent of a day per term to monitor/track pupil progress and identify key actions with HT and DH	£1,050.00	L14 x 1/2 day per half term	Continued	Continue to monitor attainment and progress. Highlight key children and year groups for PP spending/provision https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Highlight key year groups and individuals. Feed in to action and provision planning. Further embedded systems in place. Clear direction and action planning	Half termly progress reviews and ROL data	Progress, attainment and provision for disadvantaged pupils is effectively managed by SLT. Ensuring that the progress of pupil premium pupils is priority. The school assessment system remains robust and effective in identifying successes and areas that require support. It allows opportunities to share excellence across the school. (Data file, SDP and SEF)
Pupil premium lead training	£380.00	Course cost: PP review PP conference	New costing	Pupil premium lead attend training event	To be up to date with the latest information and thinking about the pupil premium grant, best approaches and most recent research. For NLE (Mrs Ward) and SW to attend pupil premium review training. Enhance the provision for disadvantaged children across the school.	FW	SW and FW attended PP training. Plans to change PP strategy document made in line with suggestions from pupil premium reviewer training. One pupil premium review completed. (See PP file and NLE support files)
Half day cover to support teacher's time per half term out of class for progress review discussions and data analysis. Every half term.	£2,561.00	HLTA x 6 half days per half term	Continued	Teachers discuss pupil progress, needs and provision. Highlight key children and consider actions in provision and teaching and learning https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	Track and monitor progress and attainment of all children, monitor the 'diminishing the difference' between FSM and NON-FSM. Identify the gaps in learning for groups and individuals. Plan key actions to support provision and children's learning	Termly analysis of data.	Teachers know their disadvantaged pupils well and make use of school provisions and approaches effectively to support them to make progress. This dedicated time allows teachers to analyse and carefully evaluate the progress and next steps required for each child. Teachers are excellent at knowing the barriers to their children's learning, what their strengths and weaknesses are and can talk about them in progress review exceptionally well. This leads to careful provision mapping and quality first teaching, a whole school culture, which in turn leads to progress in learning. (Progress review file)
Half day cover to support teachers time out of class to develop subjects across the curriculum	£2,775.00	HTLA x Half a day per week	New	Time for subject leads to consider quality first provision across their subject. Data analysis and a focus on pupil premium children across non-core subjects. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_	Monitor closing the gap across non-core subjects for FSM and NON - FSM	Annual data collection and analysis Reviewed action plans	Data analysis has highlighted key pupil premium children across the curriculum. Such analysis feeds into foundation subject's action planning to ensure that pupil premium children can make good progress. (Subject and whole school data file)

1:1 pupil consultation days (feedback) one per term (6 days per term cover)	£2,561.00	Equivalent of HTLA cover 6 days per term	Continued	Continue to provide quality feedback to children to ensure that they know their targets and how to improve their work/make further progress. https://educationendowmentfoundation.org.uk/resources/teaching-learning-	Progress in RWM, target children and give quality feedback to help them to improve Growth mindset - I am a growing learner review included on consultation sheets to measure pupil recognition of progress	Case studies/observations of 1:1 consultations/speak to children	Pupil premium children know their targets and can talk about the barriers that they face. This results in teachers being able to support their needs further. 1:1 consultations also involves discussions with parents about attainment, attendance and effort at school. Action: Pupil premium children have 1:1 consultations half termly.
Artis drama company (from September 2016)	£5,642.00	1 half day per week - from 1-Year 6	Continued	Raise standards in writing through drama stimulus https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/	Progress in writing and closing the gap across year groups	Writing data analysis	This approach continues to have a huge impact on enriching the writing curriculum, confidence in speaking and listening and writing for pupil premium children across year groups. The difference between pupil premium and non –pupil premium attainment is diminishing. Key year groups for further support have been identified. (PP file for analysis/evidence)
KS2 intervention lead by SW (from September 2016)	£2,104.00	L14 x 1 hour per week	New	Year 6 morning tuition focused on reading (low attainers)	Progress in reading made by children with the intention to be working at ARE by the end of the year	SW monitor progress and end of year data	Excellent progress made by the groups from their end of year 5 starting points (PP file)

KS2 intervention lead by SW(from September 2016)	£2,104.00	L14 x 1 hour per week	New	Year 6 morning tuition focused on maths (low attainers) Focus year 5 and 6 children	Progress in maths made by children with the intention to be working at ARE by the end of the year	SW monitor progress and end of year data	Excellent progress made by the groups from their year 5 starting points (PP file)
KS2 1:1 and small group Maths tuition	£1,707.00	S01 x 2 hours per week	Continued	Focus on year 2 and year 3 children	Progress in maths, working towards being at age related expectations	TK/AW/LHSW to monitor impact looking at start and end data	Excellent progress made by the groups (PP file)
Ks1 small group tuition	£2,427.00	5 hours per week	New	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/	Progress across basic skills in reading, writing and maths	LM/CM/SW to monitor impact looking at start and end data	Excellent progress made by the groups (PP file)
Reading resources - all year groups	£2017.00	Update Books, reading scheme and comprehension resources across school £100 class budget to upgrade reading areas	New	Audit books. All year groups from R-6 to be replenished or more resources added. To provide more resources for free reading and comprehension across the school https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/	Progress in reading and a higher percentage at ARE at the end of the academic year	Monitor progress in reading across year groups and in ROL analysis.	Attainment and progress in reading is good across year groups and KS2 data has increased in 2016. The difference between pupil premium and non-pupil premium attainment is diminishing. Key year groups for further support have been identified. Resources are becoming embedded across the school and a love for reading can be observed throughout the school. Reading areas updated. Action – continue to monitor the use of resources, quality of teaching and intervention for reading. Monitor years 3-5 disadvantaged
Reading - patron reader	£400	Conrad Burdekin – performance poetry day, 2 other planned days (lads and dads etc)	New –April 2017	For all pupils but with a target towards WBRI disadvantaged boys, Engage them in reading, have an inspiring role model in school with an aim to raise attitudes and standards towards reading In school action research:	Progress in reading, engagement levels	Learning walk, feedback from teachers, reading data, parental engagement (grab a grown up)	To move to next action plan. Day 1 complete and Conrad is our patron reader. All children, especially WBRI disadvantaged boys were inspired, enjoyed the workshops, performed to each other and were engaged fully in their learning across classes. Some poems are to be published. Conrad has sent books in to classes to read. 2 more days booked for 2017/2018 and patron reader relationship
Reading – year 6 boys book club	£76	Books for the book club a	New –April 2017	Focus in year 6 PP boys. Pleasure, enjoyment and love of reading in order to develop a greater understanding and bank of vocabulary	Progress in reading, engagement levels	Observe the club, reading data	Very good impact on developing a culture of a love of reading within this group. This has resulted in good reading attainment data in year 6 2017 for this group of boys, however the impact would be greater if started earlier in the year. (see PP file for data)
Inclusion Worker	£6,345.00	Sal Point 25 x 10 hours per week - key children across the school including lunchtime	Continued but altered due to need	Equivalent of 10 hours per week providing a flexible 'nurture' support for key children across school. Also monitoring of behaviour across the whole school and behaviour analysis. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/nurture/	To provide flexible support for children that require behavioral and nurture provision across classes.	RM monitor behaviour of pupil premium children in KS2, monitor detention and behaviour across school. SW monitor behaviour, incidents and attainment of KS2 focus groups	PP behavior is good. Some individuals requiring 1:1 support in class have personal records and behaviour analysis. Flexible approach has resulted in being able to action support quickly. (Behaviour file for analysis) Action –Boxhall profile training and used as a method to analyse use of nurture provisions

C-poms	£581	Purchase of the product	New –April 2017	An online tool to record safeguarding incidents	To have an improved system for sharing safeguarding concerns and maintaining records for live cases etc This will enhance communication across the staff team	FW/SW evaluate the usefulness of the online tool	Bought and in place, Excellent improvement in communication and sharing of information across DSL's and class teachers. Information can be collated and shared quickly resulting in quicker actions from DSL's to safeguard our children. Quick analysis can be made. Action – to be annually funded through Pupil Premium
Marking and Feedback	£0.00	In house	Revisited	Staff meetings, moderation, effective use of marking and feedback grids TA in school training Peer and self-assessment strategies https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/	Improved marking and feedback strategies in school, that are effective in ensuring pupil progress. Growth mindset feedback statements to be added	Book scrutiny, lesson observation. SW FW HC EE	Pupil premium book scrutiny demonstrate that marking and feedback is consistent across the school and a wider range of strategies used. Pupil premium children are frequently redrafting, editing, correcting and responding to feedback. Some pupil premium children require support to do this. The policy is well embedded and effective in books. Pupil premium are responding to feedback which is leading to further progress. Action – Further focus on feedback , peer to peer and update policy with tweaks and line up with workload document
Project X Code - evidence based intervention	£2,538.00	Sal point 25 4 hours per week -year 4 and 5 reading groups	Revisited	Intervention to support phonics and reading comprehension-varying groups across the year https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/	Progress in phonics, comprehension, confidence and enjoyment for reading.	Intervention impact sheet plus progress review data	(PP file/provision map file) Progress made by all groups and year 4 and 5 reading data is positive for these groups. The intervention has been successful.
1st Class @Writing - evidence based intervention	£970.00	Sal point 17 2 hours per week -year 3 and 4	Revisited	Intervention to support progress in Writing for year 3 and 4. Varying groups across the year http://maximisingtas.co.uk/assets/content/interventions-oct-2016-1.pdf	Progress in Writing in year 3 and 4 and more children achieving closer to ARE	Intervention impact sheet plus progress review data	This is intervention has worked well across years 3 and 4 and progress for individuals been made. (PP file/provision map file) Action –to research 1 st class@writing for year 5 and 6 or similar to support lower attaining PP pupils
1st Class @Number research project	£1,269.00	Sal point 25 2 hours per week -year 2 Maths	New	EEF research project http://maximisingtas.co.uk/assets/content/interventions-oct-2016-1.pdf	Progress in Maths in year 2 and more children achieving closer to ARE	Intervention impact sheet plus progress review data and comparison of baseline and end of intervention task	Pupils did make small amounts of progress but it was not effectively delivered due to staffing constraints. If appropriate this intervention will be re-evaluated within the next action plan (Provision map/PP file)
Growth mindset- Research Project and Resources	£730	Sign up to website and books plus 1 hour per week class time Year 6	New	EEF research project https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Children who are more: emotionally resilient, accepting of challenge, persistent and learn from mistakes. Ultimately raise standards across year 6	Surveys and end of KS2 data	A very successful intervention, Year 6 attainment data has increased. More children have scored highly or been awarded greater depth than the previous year and attainment has risen across all subjects as a whole year 6 group. Pupil premium pupils without an EHC made similar or better progress to non-pupil premium pupils across subjects. Attitudes to learning changes significantly –(see PP file for evidence) Awaiting EEF official outcomes.

Growth mindset -whole school strategy and resources	£83	Budget for books, resources to support teachers and pupil resources and training	New	To develop, implement and embed growth mindset strategies in school in order to 'grow learners' https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Children who are more: emotionally resilient, accepting of challenge, persistent and learn from mistakes	Children's RAG on consultation sheets. Children's learning surveys- impact on attitude to learning for classes. End of year data.	To be continued Growth mindset was evident at Fanwood by all children across KS2, including pupil premium children. Learning walks show that growth mind-set strategies are being implemented across classes and pupil premium children are using such strategies independently. School policy including marking and feedback policy updated to include growth mindset strategies Action – develop resource bank for each class and develop approaches across the school
Growth mindset - Ks2 Fanwood challenge and adventure day	£2,214.00	1 day per KS2 class @ Fanwood	New	To develop, implement and embed growth mindset strategies in school in order to 'grow learners' https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/	To observe growth mindset of children during challenge tasks	Assessment of all children in Ks2- growth mindset and outdoor challenges	All pupils in KS2 attended the adventure day. Teachers observed growth mindset skills in action; showing resilience, perseverance and a 'have a go' culture by pupil premium children.
Digital Technology – apps/online learning	My Maths - £299 Spag.com - £ 199 Read theory app -£0.0	Online learning	New	Action research project To develop independent learning through digital technology. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/	To monitor the use of carefully planned use of digital app and online resources and independent learning	Monitor action research group –PP in year 6	The impact on progress using the apps and online learning sites has had a significant impact on pupil premium children's progress. The apps have the ability to differentiate work, promote independence and give instant feedback. The way in which class 6 has been using such resources since January will be shared and disseminated down through the school in order that these resources are used effectively in all classes. (see PP file for evidence) Continued into the next action plan
Attachment theory training	£300.00	Resources to support children and teacher subject knowledge across school	New	SW/HC LAC training. RM LAC training. Supported staff trained by PPRS https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Inclusive practice embedded, staff to have a clearer understanding of nurturing provision and resources that they can refer to support our children.	Monitor the progress of LAC and children identified by school (see action plan)	Action plan reviewed. Feedback from staff show heightened awareness of supporting children with attachment and living with adversity/trauma. Learning walks show the evidence of embedding strategies, language and a greater empathy for such children

Childhood adversity - in house attachment training	£800.00	Pay EP for training 1 full day and 2 staff training evenings.	New	All teaching and non-teaching staff to be trained. Action plan- whole school strategies that we will ensure if put in place for children. To provide a bank of resources to support teachers subject knowledge and teaching resources to use in class	Whole school approach in providing inclusive, appropriate provision and environment for children experiencing adversity (trauma and loss) so that they can thrive and make progress.	Monitor practice and provision in school Monitor the progress of LAC and children identified by school (see action plan)	Resources bought and being used as part of whole school training ACES children identified and tracked to show progress/attainment. Strategies and monitoring with be revisited to ensure that such practice is embedded
Childhood adversity - resources	£176.00	Books, resources	New	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Whole school approach in providing inclusive, appropriate provision and environment for children experiencing adversity (trauma and loss) so that they can thrive and make progress.	Monitor practice and provision in school Monitor the progress of LAC and children identified by school (see action plan)	See PP file for specific pupils and ACES tracking
Additional half termly training for TA's	£1,025.00	L14 1 x half day per half term	New	TA training on whole school approaches and TA skills to enhance their effectiveness in class http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf	TA's trained on growth mindset and outcome from EEF audit. Questioning, scaffolding etc. Revisit reading, maths skills, grammar and marking and feedback policy	TA observations across the school	Learning walks show that support staff deployment is carefully planned and effective across the school. Impact on pupil premium individuals attainment and progress and emotional well- being is evident. Subject knowledge and confidence of support staff has improved and they have greater confidence in scaffolding, modeling, questioning skills, and childhood adversity.
Additional HLTA to be used in skills across KS2 classes	£10,000.00	HLTA support in Reading, Writing and Maths Skills across	New	HLTA to be used effectively across KS2 classes during the mornings to support key groups of children across year 3-6 in Reading, Writing and Maths http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf	Progress made by all key groups across the classes, result in more children being at ARE at the end of the academic year.	Progress review data, end of term and year data analysis of groups Observations to show progress in lessons and quality provision	Progress reviews show a positive impact on pupil premium children through the use of a skilled HLTA as an additional support within the classroom. Year 6 Writing Year 4/5 Maths Skills

Additional HLTA cover (September 2016)	£10,000.00	HLTA cover	New	To provide quality cover for PPA and management time to ensure quality and consistency across EYS and KS1 http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf	A familiar member of staff to provide quality cover. Support children that struggle with new faces and reduce anxiety for such children	HLTA lesson observations Progress reviews - data and provision discussions	HTLA learning walks demonstrate quality provision maintained in Reception. Progress for disadvantaged pupils is positive. Pupils remain settled with a consistent adult covering PPA.
Parental engagement	£0.00		Continued	Parental workshops across the year and across year group https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/	Engage and inform parents - SEND, calculation policy, phonics etc	Diary of events, parent feedback and uptake of workshops.	Good attendance at workshops across the year with positive feedback from parents and requests for further workshops/events A well-established SEN parent group now meet regularly. A TA welcomes parents at all entrances on a morning to ensure that parents can speak to a member of staff and support pupil premium families. Feedback from parents was to improve communication of letters and general school events
EYPP –Talk for Writing	£195.00	Course Payment	Continued writing focus	EYS teacher to attend Early Years talk for writing training. https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/early-literacy-approaches/	To ensure that such strategies are implemented as early as possible.	Learning walks, children's books	Learning walks show talk for writing strategies in place and having an impact in the quality of children's retelling, oracy and for some –writing across pupil premium children.
EYPP - Parental involvement	£584.00	Story sack resources, parental involvement events and activities	New	Parental engagement. Resources to take home and parent workshops, come to school days https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/	Engage, inform and support parents in supporting their children	Diary of events, parent feedback and uptake of workshops. Surveys from parents Take up of story sacks	Good attendance at workshops across the year, including an established. Autumn walks, Mother's Day, Father's Day and early literacy events show positive feedback from nursery parents. Home school visits enabled staff to establish positive relationships with the parents of new children, identify any external barriers to learning for disadvantaged pupils.
EYPP - Artis	£926.00	Drama teacher half an hour per week	New	Early Literacy Raise standards in the arts/talk through drama stimulus https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/early-literacy-approaches/	Progress Early Literacy across the Nursery curriculum	Little Star data analysis and discussions at progress review	Arts having a significant impact on developing early literacy and oracy within Nursery. (see PP file for evidence)
Total	£69,589						