



1. Summary information					
School	St Philip's C of E Primary School				
Academic Year	2017/18	Total PP budget (196 days)	£118,640	Date of most recent PP Review	Sept 2017
Total number of pupils	222	Number of pupils eligible for PP	87	Date for next internal review of this strategy	Sept 2018

2. Current attainment – Summer 2017			
EYFS exit data			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving GLD	64%	56%	71%
KS1 2017 exit data			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils making expected progress in Reading	81%	67%	76%
% of pupils making expected progress in Writing	79%	78%	68%
% of pupils making expected progress in Maths	89%	89%	75%
KS2 2017 exit data			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving expected in Reading, Writing and Maths	53%	56%	61%
% of pupils making expected progress in Reading	58%	56%	71%
% of pupils making expected progress in Writing	79%	78%	76%
% of pupils making expected progress in Maths	89%	89%	75%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Reading (comprehending)	
B.	Poor oral language skills due to significant EAL issues	
C.	Mathematic Reasoning	
D.	Social and emotional behavioural factors	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Home learning environment	
F.	Top 6% nationally deprived area	
G.	Attendance current year 94.7% (PP children)	
H.	Higher than average children with EAL (current 40.5% school; NA 20.6%)	
I.	Parental engagement	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Raise the progress and attainment of PP children to achieve Age Related Expectation in Reading for all year groups.	PP children to meet NA at ARE by July 2018 in all year groups
B.	Raise the progress and attainment of PP children achieving Greater Depth in Reading, particularly Y2, Y3, Y5, Y6	PP children to meet NA at GD by July 2018 in all year groups
C.	Raise the progress and attainment of PP children to achieve Age Related Expectation in Writing, particularly Y2, Y3	PP children to meet NA at ARE by July 2018 in all year groups
D.	Raise the progress and attainment of PP children to achieve Age Related Expectation in Maths, particularly Y2, Y3, Y4, Y6	PP children in line with non PP by July 2018 in all year groups
E.	Raise the progress and attainment of PP children to achieving Greater Depth in Maths, particularly Y2 and Y6	PP children to meet NA at GD by July 2018 in all year groups

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all - Phonics

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?
% of Y1 children passing phonics test in line with national average EEF + 4 months	Additional staffing for smaller intervention groups – daily £11 x 2 TAs per day = £4,312 per year	Following previous year low attainment in phonics, uptrend in attainment needed to close the gap with NA.	Observation for explicit good practice and training	SJ	Ongoing

i. 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?
% of Y1 children passing phonics test in line with national average EEF + 4 months	Children to be tested Spring Term via practise phonics screening tests to measure progress and inform intervention. Release KS1 Phase Leader and Deputy Headteacher to measure and monitor impact and quality of teaching and learning. £1500	Following previous year's low attainment in phonics, uptrend in attainment needed to close the gap with NA.	Robust subject monitoring plan in place for phonics. Release KS1 Phase Leader and Deputy Headteacher to measure and monitor impact and quality of teaching and learning. Impact measured further via PPMs and collective Phase Meetings.	AK, SJ	Ongoing

ii. 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?
% of Y1 children passing phonics test in line with national average EEF + 5 months	Investment in home/school independent reading books to support structured phonics teaching at school. Badger Books £332	Following previous year's low attainment in phonics, uptrend in attainment needed to close the gap with NA.	KS1 Phase Leader to monitor use of reading records and choice of appropriate book bands that support children's needs and abilities.	SJ	July 2018
iii. Other approaches					
% of Y1 children passing phonics test in line with national average EEF + 5 months	Investment in phonics play equipment to improve range of learning approaches. £100	Following previous year's low attainment in phonics, uptrend in attainment needed to close the gap with NA.	Robust subject monitoring plan in place for phonics. Release EYFS and KS1 manager to measure and monitor impact and quality of teaching and learning. Impact measured further via PPMs and collective Phase Meetings.	SJ	Ongoing
iv. Other approaches					
% of Y1 children passing phonics test in line with national average EEF + 5 months	Training for new and existing staff on EYFS GLD and Phonics Training, as well as KS1 Phase Leader professional development training. £375 + £375	Following previous year's low attainment in phonics, uptrend in attainment needed to close the gap with NA.	Robust subject monitoring plan in place for phonics. Release EYFS and KS1 manager to measure and monitor impact and quality of teaching and learning. Impact measured further via PPMs and collective Phase Meetings.	SJ	Ongoing
				Total cost	£6994

6. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all – Decoding, Comprehension, Writing and Mathematical skills

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?
Reading attainment in line with or above national EEF + 5 months	Effective whole school Guided Reading teaching practice supported by purchase of age and ability appropriate texts. £2349	Poor comprehension skills July 2017 KS2 PP children achieving expected progress of 58%, as well as improve progress of more able readers in Y2 and Y6	Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs	PE, AK	July 2018

i. 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?
Reading attainment in line with or above national EEF + 5 months	Investment in reading books to promote enjoyment in independent reading and raise comprehension for Y5, Y6 and most able learners in Y2. £1800	Poor comprehension skills July 2017 KS2 PP children achieving expected progress of 58%, as well as improve progress of more able readers in Y2 and Y6	Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs	PE, AK, SJ	Ongoing

ii. 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?
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Reading attainment in line with or above national EEF + 5 months	Subscription and use of Accelerated Reader programme to promote and assess enjoyment in independent reading and raise comprehension for Y5, Y6 and most able learners in Y2. £2500	Poor comprehension skills July 2017 KS2 PP children achieving expected progress of 58%, as well as improve progress of more able readers in Y2 and Y6	Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs	PE, AK, SJ	Ongoing
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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?
Reading attainment in line with or above national EEF + 5 months	First News subscription 30 copies per week with online resources during academic year = £1070	Poor comprehension skills July 2017 KS2 PP children achieving expected progress of 58%, as well as improve progress of more able readers in Y2 and Y6	Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs	PE, AK	Ongoing

iv. 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?
Reading attainment in line with or above national EEF + 4 months	Subscription to Salford Testing and Rising Stars Tests as formative assessment of whole school needs in Reading. £480	Poor progress and attainment July 2017 KS2 PP children achieving ARE at 58%, as well as improve progress of more able readers in Y2 and Y6	Assessment and analysis of test results to inform future planning and intervention needs, monitored by lesson observations, book scrutiny and half-termly tracking of progress through PPMs.	PE, AK	July 2018

v. 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?
<p>Maths progress in line with or above national including most able learners.</p> <p>EEF + 5 months</p>	<p>Investment in Maths No Problem textbooks and workbooks across whole school. £3741</p>	<p>Poor rate of progress in Y2, Y3, Y4, Y6 for children achieving ARE, as well as Greater Depth for more able learners in Y2 and Y6</p>	<p>Rigorous monitoring and team teaching support by Maths Coordinator and Deputy Headteacher, including lesson observations, book scrutiny and half-termly tracking of progress through PPMs.</p>	<p>AK, MD</p>	<p>July 2018</p>

vi. 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?
<p>Reading attainment in line with or above national</p> <p>EEF + 5 months</p>	<p>Investment in comprehension board games and other play activities to improve range of learning approaches in Guided Reading £100</p>	<p>Poor progress and attainment July 2017 KS2 PP children achieving ARE at 58%, as well as improve progress of more able readers in Y2 and Y6</p>	<p>Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs</p>	<p>PE, AK</p>	<p>Ongoing</p>

vii. 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?
<p>Raise the progress and attainment in Reading, Writing and Maths for all learners including the most able.</p> <p>EEF + 5 months</p>	<p>INSET "Talk Less Teaching" and "Practical Differentiation" with Isabella Wallace. £2000</p>	<p>Shift focus of lessons to active learning and raise the engagement and independence of learners in order to improve progress and attainment in Reading across whole school including most able in Y2, Y3, Y5 and Y6; Writing in Y2 and Y3; Maths in Y2, Y3, Y4, Y6 including most able in Y2 and Y6.</p>	<p>Rigorous monitoring of reading progress and attainment through lesson observations, monitoring of guided reading planning and evidence and half termly tracking of progress through PPMs</p>	<p>PE, AK</p>	<p>Ongoing</p>
				<p>Total Cost</p>	<p>£14040</p>

7. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all - Computing

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?
Attainment and progress in line with or above national average – IT being utilised across the curriculum in all lessons EEF + 4 months	Investment in a set of 8 Learnpads for each class (1 class per month) £10,000	Top 6% nationally deprived area. Poor home learning environments.	Rigorous monitoring of use of IT and its impact through planning trawls, book scrutinies and learning walks by Computing Coordinator and Senior Leadership Team.	AS, JS, AK, PE	July 2018
				Total	£10,000

8. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all – Parental Involvement

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?
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PP children to make at least expected progress EEF + 3 months	Parent workshops termly.	Relatively low parental engagement in subject specific areas. Parental subject knowledge is poor.	Feedback forms from parents. Teachers to lead workshops each term with a different focus	PE, AK, SJ	July 2018
i. 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?
PP children to make at least expected progress EEF + 3 months	Y2 & Y6 Parental SATs information workshop led after school by Y2 and Y6 teachers and teaching assistants. £100	Relatively low parental engagement in subject specific areas. Parental subject knowledge is poor	Feedback forms from parents. Y2 and Y6 teaching staff to lead workshops in supporting and preparing for SATs assessments in KS1 and KS2.	AK	July 2018
				Total Cost	£100

9. Planned expenditure

Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of teaching for all - <u>Miscellaneous</u>					
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?
Attendance in line with national average or better	Employment and allocating specific role of EWO £7000	Attendance in current year 94.7% (PP children)	Rigorous monitoring of attendance data	PE, AK, CV	Ongoing
i. 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?
Greater enrichment opportunities leading to greater subject knowledge across the curriculum. EEF + 3 months	Supplement contribution towards educational visits for parents for all year groups. £2000	Demographic of pupils living in top 6% nationally deprived area. Increase pupil involvement in educational visits by mitigating impact of affordability and avoiding risk of visits being cancelled due to funding.	Monitor pupil numbers attending visits, parent feedback, pupil voice and pupil outcomes as a result of visits evidenced in Topic books and Core subject books.	AK	Ongoing

ii. 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?
All children have adequate provision for learning to swim by the time they leave school.	Every child in one chosen year group given opportunity to take swimming lessons for set period during academic year at local baths. £5126	Demographic of pupils living in top 6% nationally deprived area, with poor home learning environment. Increase pupils' experience of a wider curriculum through practical and engaging resources that it improves learning.	Timetabled swimming lesson visits for every class on a pro-rata schedule for each phase throughout the academic year.	AK	July 2018

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?
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Greater enrichment opportunities leading to greater subject knowledge across the curriculum.	To provide a range of engaging and practical learning resources in Foundation subjects to enrich children's learning. Subject specific: Science £1000 Geography £1000 History £1000 Art and D&T £1000 EYFS £1000	Demographic of pupils living in top 6% nationally deprived area, with poor home learning environment. Increase pupils' experience of a wider curriculum through practical and engaging resources that it improves learning.	Monitor pupil numbers on attendance visits, parent feedback, pupil voice and pupil outcomes as a result of visits in Theme books and Core subject books.	AK	Ongoing
				Total cost	£19126

10. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all - Diminishing Differences

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?
Diminishing differences in attainment in Reading, Writing and Maths EEF + 5 months	Subject specific, targeted whole school group interventions through 9 TA's x £11 x 5 hours per week £16335 staffing	Raise attainment for PP children in Reading, Writing and Maths.	Targeted interventions informed by regular Provision Mapping of PP Children as well as being identified through termly Pupil Progress Meetings.	PE, AK, SJ	July 2018 to measure overall impact

i. 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?

Diminishing differences in attainment in Reading, Writing and Maths EEF + 5 months	Mastery learning through Testbase £250	Raise attainment in Reading, Writing and Maths in preparation for KS1 and KS2 SATs assessments.	Use of Testbase resources to provide children with experience of SATs style mastery questions – in school and for homework.	AK, MT, MD	July 2018 to measure overall impact.
ii. 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?
Diminishing differences in attainment in Reading, Writing and Maths EEF + 4 months	Allocating experienced teachers in Reading, Writing and Maths for Year 6 small group interventions leading up to SATs. £3500	Raise attainment for most able learners to achieve Greater Depth in Reading, Writing and Maths in preparation for KS2 SATs assessments.	PE and AK teach Year 6 groups during Spring and Summer term to accelerate progress in Reading, Writing and Maths.	PE and AK	June 2018
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?
Diminishing differences in attainment in Reading, Writing and Maths EEF + 5 months	Various resources related to SPAG £400	To raise attainment in SPAG across whole school.	Resources ordered for classroom to help scaffold and support age-specific curriculum learning.	CW	Ongoing
				Total	£20485

11. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all – Behaviour and Attitude

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?
Improving behaviour and developing a positive attitude towards learning EEF + 4 months	Update and implement whole school behaviour policy informed by renewed school ethos.	Improving behaviour and children's attitude and focus towards learning.	Positive rewards system for children and good feedback with parents. Weekly awards assembly and display to celebrate achievements.	PE, AK, CW	Ongoing

i. 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?
Improving behaviour and developing a positive attitude towards learning EEF + 4 months	Collaborative support through Educational Psychologist SLA £3360	Improving behaviour and children's attitude and focus towards learning.	DHT, SENCo and EWO to monitor recommendations made by external agencies is being implemented by class teachers and measure the impact on behaviour, social and emotional needs and attitude towards learning through outcomes achieved.	AK, CV	Ongoing

ii. Other approaches

Improving behaviour and developing a positive attitude in school. EEF + 4 months	New playground equipment in KS1 and KS2 to promote engagement of children in active play. £27500	Current playground equipment has been graded as unfit for purpose and therefore is not in use. As a result, limited opportunities for children during playtime and lunchtime. Aim is to improving behaviour and children's attitude and focus towards learning.	Rigorously monitor trend in behaviour records for adverse behaviour and positive behaviour during lunchtimes and playtimes. Assess effectiveness of equipment and resources. Pupil voice and parent feedback.	PE, AK	July 2018
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iii. Other approaches					
Improving behaviour and developing a positive attitude in school. EEF + 4 months	CPD for lunchtime supervisors to improve behaviour management during lunchtimes £1000	Improving behaviour and children's attitude and focus towards learning.	Rigorously monitor trend in behaviour records for adverse behaviour and positive behaviour during lunchtimes following training. Assess effectiveness of strategies being implemented. Pupil voice and parent feedback.	AK, CW	July 2018
iv. Other approaches					
Emotional well-being of all pupils. EEF + 4 months	Rewards stickers £600	Prior culture of passive learning and low evidence of confidence, resilience and perseverance.	Rewards stickers are given specifically to acknowledge different targets in school.	PE	Ongoing
v. Other approaches					
Emotional well-being of all pupils. EEF + 4 months	Solomon's Children promoting good behaviour during unstructured times across whole school. EWO £350	Improving behaviour and children's overall feeling of safety and well-being at school.	EWO to lead and monitor trend in behaviour records for adverse behaviour and positive behaviour during playtimes and lunchtimes.	CW	Ongoing
				Total	£32810

12. Planned expenditure

Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of teaching for all – <u>Social and Emotional Learning</u>					
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?

Emotional well-being of all pupils. EEF + 4 months	Implement services of external Play Therapist to work with most vulnerable pupils including Looked After Children. £3900	Record of adverse behaviour prevalent for specifically identified pupils with external factors that are emotionally affecting triggers within school.	Plan, Do, Review as well as PEP meetings to identify ongoing needs and liaise with Play Therapist to support children once a week for an hour with personalised coaching and mentoring.	AK	July 2018
i. 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?
Emotional well-being of all pupils. EEF + 4 months	“Worry Wednesdays” weekly mentoring for children with any concerns. £650	Pressure and preparation for SATs as well as other year groups with consideration for children’s mental and emotional well-being.	Deputy Headteacher to have regular sessions with identified children and keep a record of meetings to be shared with class teacher.	PE, AK	July 2018
ii. 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?
Emotional well-being of all pupils. EEF + 4 months	Development of sensory area in school to enable children with diagnosis for ASD and ADHD to overcome hyper-vigilance difficulties. £750	Hyper-vigilance and other identified triggers in school affect emotional and social well-being of ASD and ADHD diagnosed children on EHCP support.	SENCo to work with 1 to 1 SEN TAs to identify needs of specific children in order to inform sensory resources and set up sensory area with set timetables.	AK	July 2018
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?

Emotional well-being of all pupils. EEF + 4 months	Services of Speech and Language Therapist for children with speech and language difficulties and social and communication skills. £6010	Poor speech and language and social and communication skills inhibit confidence and participation in learners resulting in overall lack of involvement in class learning and poor progress.	Plan, Do, Review and direct support from Speech and Language Therapist to support teaching staff with interventions that facilitate learning and children's ability to communicate effectively.	AK	July 2018
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iv. 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?
Emotional well-being of all pupils. EEF + 4 months	External agency support by The Grange outreach programmes to develop strategies and monitor progress in the social and emotional needs of specific pupils. £1000	Children with difficulty accessing learning including those due to diagnosed learning needs, and with both internal/ external factors which inhibit children from making progress.	Specialist advisors from The Grange Special School work in collaboration with teaching staff, including 1 to 1 SEN TAs to develop strategies that enable children with behavioural issues to access learning.	AK	Ongoing

v. 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?
Emotional well-being of all pupils. EEF + 5 months	After school sports club through A Star. Top up funding of £1500	Demographic of pupils living in top 6% nationally deprived area, with poor home learning environment. Increase pupils' experience of a wider physical activities and sports to improve social interaction as well as health and well-being.	Monitor attendance of children and pupil and parent feedback. Assess impact as part of whole school Healthy Schools initiative.	PE, AK	Ongoing

Total £13810

13. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all – Feedback to Learners

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?
Redirect and refocus the learners' actions to achieve a goal. EEF + 8 months	Marking stamps across whole school. £1275	To ensure consistency in feedback and response from pupils.	All teachers to use marking stamps provided so that the learners can respond to specific gaps and targets.	AK	Ongoing
				Total	£1275

14. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.