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| School Name Thurstonland First School | Academic Year 2017-2018 | Total PP received £ 2170 |
| Percentage of pupils eligible for PP. 2.25% | | |
| Barriers to future attainment <i>In-school barriers (issues to be addressed in school)</i> | | |
| A. | Relationships with peers | |
| B. | Lack of equipment to access curriculum | |
| C. | Access to wider curriculum | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D. | | |
| 1. Desired outcomes | | |
| <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> | |
| A. Better relationships with peers | Improved confidence and self esteem Improved confidence with peers | |
| B. Always have equipment required for PE etc.. | Pupils have appropriate equipment and are therefore able to take part in PE etc.. | |
| C. Join peers on trips and extracurricular activities | Have same access as other children and able to continue to build relationships with peers | |
| D. Improved progress in academic work | Pupils make good or better progress in reading / writing / maths due to having a more positive attitude to learning | |

Planned expenditure for academic year 2017/18: £2170

Funding is for 2.25% of pupils.

An amount of £2170 was allocated as follows:

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom practice, 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? | Impact |
|---------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Better relationships with peers | Weekly counselling sessions with TA | Giving children opportunity to talk about feelings / issues. Children feel valued, improves self confidence | Regular meetings with TA / class teacher / SENCo | CMc | Jan 18 | Pupil premium pupils have enjoyed a more positive relationship with their peers and this has been evidenced in a reduction in negative incidents in the playground (at both breaks and lunchtimes.) |
| | PSHCE | Curriculum to cover issues such as friendship / feelings – to give children appropriate language to help deal with potential problems. | As above | LO | Jan 18 | Pupil premium pupils are taking an active part in PSHCE sessions and are increasing in confidence when speaking in front of the class. |
| | Extra adult support | TA hours to enable children to work in a smaller group – this will increase the children’s involvement and help them articulate their ideas and give them | Observation in class Feedback from all staff | CMc | Jan 18 | Shadow TA/key adult support is provided giving confidence to pupil premium pupils and increasing access to the curriculum. There has been a reduction in curriculum time |

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| | | confidence talking to others. | | | | missed due to disengagement. |
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Total cost - £540

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? | Impact |
|--------------------------------|-------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved progress for children | Extra adult support | Data from PUMA / PIRA / GAPS tests Children's workbooks | Assessment data Pupil progress meetings Book monitoring TA / Teacher / SENCo discussions | CMc | Jan 18 | The PIRA and PUMA tests and more recently the GAPS tests are enabling staff to closely track the progress of pupil premium pupils and target specific intervention where necessary. Pupil premium pupils have made pleasing progress. |

Total cost - £1800

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? | Impact |
|-------------------------------|-----------------------------------|------------------------------------------------------------|----------------------------------------------------|-------------------|------------------------------|----------------------------------------------------------------------------------|
| Always have correct equipment | PE kit and swimming kit purchased | Children to feel equally included and join in | TA take charge of kit and monitor involvement | LO | Jan 18 | Pupil premium pupils are now able to fully participate with confidence in PE and |

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| | | | | | | swimming sessions knowing that they have the correct equipment to do so. |
| Join peers on trips including residential and is able to take part in extra curricular activities. | School pays for trips / after school clubs | Pupils need to feel fully involved in the life of the school and activities with peers | Admin staff to be aware | EH | July 2018 | Pupil premium children have had enhanced access to extra-curricular activities such as school trips and a full programme of after school clubs including athletics clubs and a tennis club. This has enabled them to grow in confidence and further develop a sense of belonging within the school community. |
| Total cost - £300 | | | | | | |