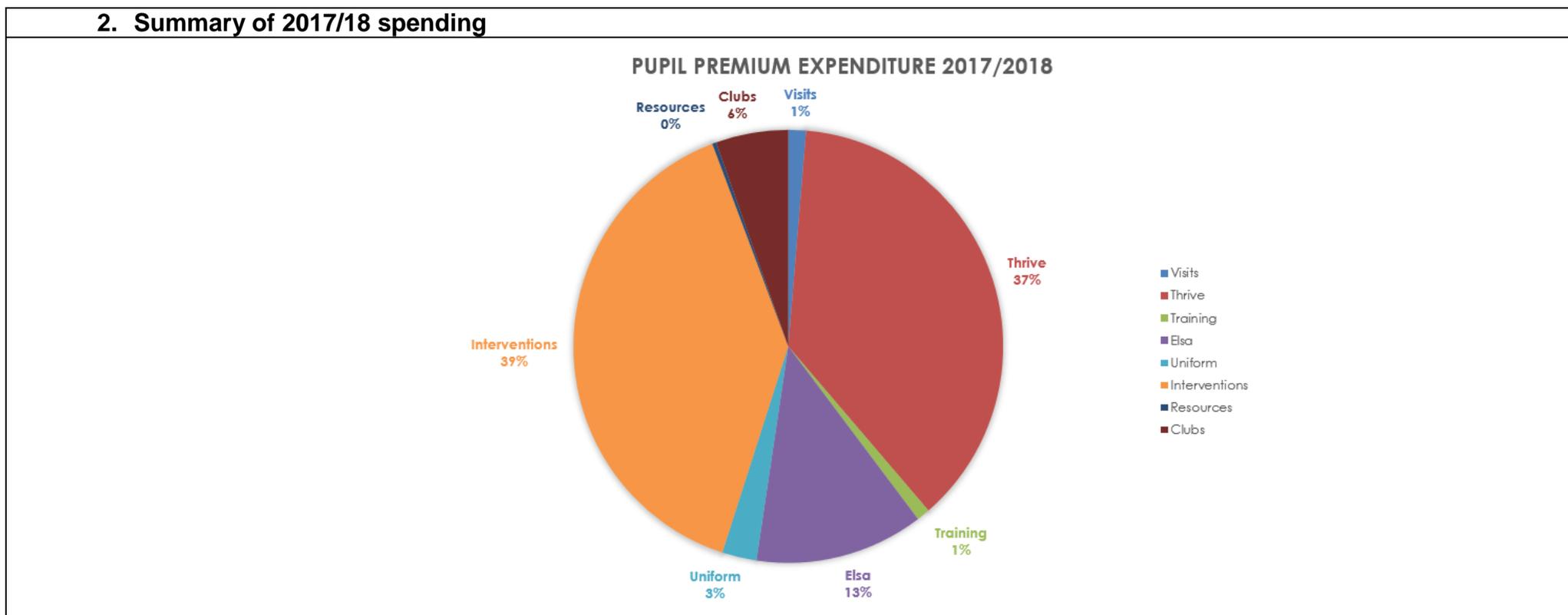


Pupil premium strategy statement: Brangsgore Primary School – 2018 to 19

1. Summary information					
School	Brangsgore Primary School				
Academic Year	2018/19	Total PP budget	£40920.00	Date of most recent PP Review	July 2017
Total number of pupils	339	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sept 2018



3. Current attainment versus Non-PPG pupils nationally

Attainment KS2 (Year 6 SATS) (15 pupils)	Reading		Writing		Maths		Combined RWM	
	EXS+	GD	EXS+	GD	EXS+	GD	EXS+	GD
Bransgore PPG	73%	20%		0	40	20	40%	7%
National (all)	75%	28%	78%	20%	76%	24%	70%	12%
	School	National	School	National	School	National		
Average Score	104.5	105	N/A	N/A	98.5	104.4		
Progress Score	-4.34	0	-4.71	0	-3.72	0		

Data above from ASP

NB: The national comparator used in this row is the national average for children who are not identified as Ever 6 FSM

Attainment KS1 (Year 2 SATS) (4 pupils)	Reading		Writing		Maths	
	ARE	GD	ARE	GD	ARE	GD
Bransgore	100%	0	25%	0	75%	0
National	75%	27%	70%	16%	76%	22%

Year 1 Phonics 2018

Attainment KS1 (Year 1 Phonics)(4 pupils)	% achieving expected
Bransgore	50%
National	83%

EYFS Profile 2018

(2 pupils)	% achieving GLD
Bransgore	50%
National	84%

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Some Pupil Premium children gained a low CATS score in Year 4. This potentially affects their ability to meet the expected level at Year 6.
B.	Writing
C.	Weak conceptual understanding in maths
D.	Memory and processing
E.	Focus and attention
F.	Resilience and low self-esteem
G.	Poor vocabulary and limited language.
H.	Attachment issues.
I.	Staff knowledge of small steps of progress.
J.	Lack of staff/ resources/ time to deliver interventions
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Some families have difficulties within the home that impact on students' ability to learn that, in some cases, require support from outside agencies
B.	Unwillingness of local families to declare heritage (gypsy/ traveller). This group are very low performing and suffer disproportionate health issues and attendance problems.
C.	Attendance
D.	Impact of acrimonious separation of parents and parental mental health problems impacting on pupils.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils achieve the best possible academic outcomes and make maximum progress in relation to non-PPG peers.	End of year data shows improved progress. 75% of PPG pupils in each phase will meet ARE (unless they have SEND) Plan, do, review cycle in place for 6 weekly blocks. Pupils are well supported at school and home due to learning passports shared regularly. EEF resources and web site used to enable staff to carry out short term impact driven research in classrooms.
B.	Pupils write at the age related expectation.	Termly data shows that PPG pupils are making rapid and sustained progress in writing

		<p>By year end 70% of PPG pupils reach ARE in writing. A range of interventions and curricular approaches support confidence and stamina to write an extended piece. Through the use of KLIPS resources pupils make better progress in writing Revised writing curriculum leads to more opportunities for PPG pupils to write for a range of purposes and audiences. Focus on oracy in infants has a positive impact on writing outcomes. CPD around vocab. development leads to confidence to be more adventurous in writing. No more marking assessment and moderation with other schools leads teachers to make more confident judgements and identify effective steps to success.</p>
C.	<p>Pupils will make accelerated progress in mathematics. Pupils can confidently use all four operations at an age appropriate level.</p>	<p>Pupils will be secure in key concepts specific to each phase. All pupils will make better progress as a result of Power Maths scheme. End of unit assessments show pupils making better progress towards ARE. Introduction of regular basic skills test leads to pupils making accelerated progress. New times table software supports recall of multiplication and division facts. End of KS1: Number bonds are secure and pupils know and can use 2,5 and 10 x tables and division facts independently. By end of Year 4: Pupils know and can use 2 3,4,5,8,10 x tables and division facts independently. By end KS2: Pupils can use and apply all times table facts to 12 x Mathematical language is consistently used by staff leading to strong maths vocabulary and shared language that is transferable.</p>
D.	<p>Short term, auditory processing and working memory are improved and help pupils</p>	<p>Pupils use Memo resource regularly as well as a range of regular short burst interventions to support memory. Memo scores improve over the 6 week intervention.</p>
E.	<p>Pupils show greater levels of focus and attention and can self-regulate. Lessons are differentiated and structured to enable all pupils to engage and be involved.</p>	<p>Use of Kagan structures as a basis for lesson planning brings about higher levels of pupil engagement. SSAT engagement monitoring shows improved focus. Boxall profiling and Thrive approaches bring about improvements in specific areas for particular, target pupils.</p>
F	<p>Pupils have greater resilience and display a positive mind set towards themselves as learners and more broadly.</p>	<p>Thrive approaches support those pupils with the most acute social and emotional/ mental health issues. All staff model high aspiration and expectations for pupils at all times. Attachment issues are managed and reduced as a result of whole school Thrive approach. Pupils are able to describe how they can be independent and resilient in their learning. Loving school ethos supports and embeds this view of self. Pupils' learning journals, pupil conferencing, Thrive and ELSA reviews all show improving attitudes and growing resilience and this reflects in better academic outcomes.</p>
G	<p>Improved spoken language, diction and use of wider vocabulary</p>	<p>A drive to improve oracy in early years and KS1 leads to improved outcomes for pupils. All pupils are assessed using speech Link and gaps are identified, addressed and vocabulary improves.</p>

		<p>Use of speech therapy schools pack provided by Hants. SALT. Parent workshops support adults to help pupils at home to develop 8 new words per day and all children are supported by listening to stories, reading at home and Bug Club. Language used with pupils is deliberately challenging and stretches their vocabulary. CPD for staff on developing vocabulary leads to more use of subject specific technical language and vocab banks. As a result language and vocabulary improve and impact on writing outcomes longer term. Speech link re-tests show pupils making rapid gains in language acquisition.</p>
H	Pupils looked after or who are limited by poor attachment are supported through a consistent THRIVE approach to make excellent academic and social and emotional progress.	THRIVE practitioner, THRIVE space and assessments coupled with well trained staff who use a THRIVE approach consistently with all pupils leads to a safe and secure environment where the emotional needs of vulnerable pupils are met and as a result they are able to focus on learning and academic progress.
I	Across the curriculum staff are confident and knowledgeable enough to break down learning into small, appropriate steps that ensure every child makes best possible progress over time.	INSET and CPD is focused on small steps learning and how learning might be accelerated by using quality first teaching, overlearning, precision teaching and resources recommended by EEF research and the Sutton Trust.
J	Adequate and appropriate resources are utilised to best effect for pupils by a dedicated and capable team of staff and volunteers coordinated by PPG champion.	A well-trained and dedicated group of volunteers support the learning and development of pupils so that their progress academically and socially is accelerated. Guardian angels and Learning heroes are used to help staff deliver basic interventions regularly and consistently. These interventions are reviewed every 6 weeks and less formally every 3 weeks leading to precise support for pupils at risk of under achievement.
External Barriers		
A.	Close working with all external agencies and parents for the benefit of our PPG children.	<p>Excellent multi agency working Thrive and ELSA Guardian angels Connect work clear lines of communication regular meetings and information sharing with parents/ carers A sense of order, belonging and teamwork. These strategies build resilience in pupils to achieve excellent social, emotional and academic outcomes and improve attendance and parental engagement for PPG children.</p>
B.	Support families of gypsy heritage to build pride in their culture and heritage	<p>Revision of curriculum to celebrate the culture of NF gypsy community Support parents to trust school and encourage visits and greater engagement Connect work to build and maintain relationships. Workshops to support families to help pupils with basic skills. Off-site provision.</p>
C.	Attendance for PPG pupils will be 95%+	<p>Connect work continues to challenge poor attendance Support and communication from new attendance and behaviour manager. As a result PPG children are at school more often and progress/ attainment improve as a result.</p>
D.	Families and children are supported to cope with and manage anxiety and attachment issues created by acrimonious parental relationships.	<p>Research project with Reading university to study causes and support to reduce anxiety in pupils of primary age. Connect and ELSA and THRIVE work and approaches used consistently across school.</p>

		Guardian angels support most vulnerable children and deliver simple and regular interventions to build resilience and secure attachment making school an emotionally safe place for challenge and learning. As a result pupils with emotional issues feel secure and able to take risks and challenge themselves to learn and academic outcomes and progress improve.
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6. Planned expenditure

Academic year	2018 to 19
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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.

i. Quality of teaching for all
ii.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
<p>All PPG pupils without SEND achieve at least 0+ as a progress score KS1-2</p> <p>65% of PPG pupils achieve ARE in all year groups for combined RWM.</p>	<p>Afternoon catch up sessions with volunteers and teaching assistants.</p>	<p>PPG pupils are currently not making good enough progress between KS1 and 2.</p> <p>The EEF suggests that precision teaching and overlearning are good strategies for accelerating progress.</p> <p>To prevent children falling behind these sessions allow misconceptions to be dealt with quickly. Also gives children time to consolidate on the same day that the initial learning took place.</p>	<p>Teachers to keep record and PPG lead to check and update budget spend on termly basis.</p>	<p>VN</p>	<p>Reading plus programme: £1000</p> <p>TA and parent CPD £400</p> <p>Staff delivery cost: £6000</p> <p>Nessie programme:£600</p> <p>Total: £8000</p>	<p>Termly</p>

<p>Quality first teaching</p>	<p>Mixed ability pairings.</p> <p>Differentiated learning within class.</p> <p>High quality questioning</p> <p>Range of teaching styles and approaches with flexible grouping.</p> <p>Live marking and improvement time within lesson.</p>	<p>Staff and governors conclude PPG pupils require highly specific, targeted teaching to ensure outcomes improve.</p> <p>To ensure pupils keep up and are taught in the best and most appropriate way possible.</p> <p>Ensure that teaching is responsive to the needs of all pupils within the class especially the PPG pupils.</p> <p>Pupil conferring for PPG children every half term and plan, do review cycle of differentiation and support.</p>	<p>Termly planning and book scrutiny.</p> <p>Observations</p> <p>Pupil voice and learning conferences.</p>	<p>VN</p>	<p>Cover time for staff to carry out plan do, review and pupil conferencing.</p> <p>Total: £3000</p> <p>Additional teacher to support smaller group learning in year 3-4 mornings</p>	<p>Termly</p>
<p>Weak conceptual understanding in mathematics.</p>	<p>Learning heroes volunteer team support reading, maths and general learning.</p> <p>Introduction of new "Power Maths" scheme across the school to embed mastery approach in line with White Rose Hub scheme of work.</p> <p>Embed CPA approach across school with all learners.</p>	<p>PPG pupils need to make rapid gains across all core areas of the curriculum.</p> <p>Maths results declined a little from strong position previously. PPG pupils performed less well with progress -2.16. Changes in teaching approaches may have impacted this.</p> <p>The approach was effective when used consistently. We now need to embed right through to year 6.</p>	<p>Regular training and feedback from learning heroes.</p> <p>New maths scheme training with adults and children.</p> <p>Meta cognition work with small groups with revisits across the year.</p>	<p>A Mayall SLT</p>	<p>Purchase and training for Power Maths resource across school. £5700</p> <p>CPD and training for all staff: £800</p> <p>Total: £6500</p>	<p>Ongoing</p>
<p>Memory and processing</p>	<p>Support pupils using visual timetables</p> <p>Regular check ins.</p> <p>Checklists and basic small steps instructions.</p> <p>Use of Memo intervention programme</p>	<p>Our PPG children are generally amongst our lowest when CATs tested at year 4. As a result further support is needed to learn how to learn.</p> <p>The educational psychology service have advised us on the best ways to support pupils with poor cognition and memory issues and we intend to implement these recommendations and review impact regularly.</p>	<p>Regular monitoring by phase leaders to ensure visual cues, timetables and help cards are in place.</p> <p>Monitor take up time and use of buddies to support pupils who struggle with working and short term memory.</p> <p>Records of Memo interventions. Monitor for impact.</p>	<p>A.Gibaud N. Cox</p>	<p>Memo intervention programme delivered daily for 10 mins. across 3 phases.</p> <p>30 mins per day:</p> <p>Total: £1500</p>	<p>Ongoing for the year. Reviewed and adjusted half termly.</p>

<p>Better self regulation, focus and attention</p>	<p>THRIVE approach to support pupils with challenging social and emotional issues.</p> <p>ELSA interventions</p> <p>Guardian angels volunteers.</p> <p>Structured lessons differentiated to allow all pupils to access learning.</p>	<p>Pupils who have attachment and emotional issues cannot focus as well and sometimes this leads to negative or distracting/ disruptive behaviours. Strategies such as THRIVE are proven to help such children be more ready to learn and regulate their emotions and behaviour.</p> <p>Through skilled planning for support staff and volunteers, children are able to access learning and participate for more of the learning without leaving the room.</p>	<p>Through all staff being trained in the THRIVE approach. 3 staff THRIVE practitioner accredited.</p> <p>Planning is collaborative between all staff who teach pupils with social and emotional needs and learning and behaviour plans are written using the plan, do, review approach. Half termly monitoring by phase leaders and Thrive practitioners.</p>	<p>D Green. A Gibaud N Cox SLT</p>	<p>Thrive practitioner training for one new staff member: £1500</p> <p>Thrive support: £7500</p> <p>Total £9000</p>	<p>Half termly with reviews and full termly reviews and revisions fed back to parents.</p>
<p>Pupils have greater resilience and display a positive mind set towards themselves as learners and more broadly.</p>	<p>Continue to work on growth mind set and loving school ethos so school becomes a safe place to participate in “risky learning” pushing yourself in a safe space.</p>	<p>Pupils who have a growth mind-set towards themselves as learners appear to make better progress and are far more resilient when faced with greater levels of challenge or more complex problems.</p> <p>We want our PPG children to be resilient and keep working when learning is challenging.</p> <p>Mindfulness course for upper KS2 pupils and extended to parents so they can support at home.</p>	<p>Continue to work at embedding and strengthening the growth mind set approach by reminders to parents through workshops and re-inforcing our loving school ethos.</p> <p>We will continue to support the children to use growth mind-set approaches and language.</p> <p>Parental support will be encouraged through workshops.</p>	<p>D Green A Gibaud P Brown</p>	<p>Mindfulness programme 12 weeks. £600</p> <p>Total: £600</p>	<p>Throughout the year workshops and regular reminders to staff about growth mind set approaches.</p>
<p>Poor vocabulary and limited language.</p>	<p>Revision of current provision to encourage pupils and parents to talk and use wider vocabulary at both home and school.</p> <p>Widen vocabulary for children so that all pupils including those in receipt of PPG make better academic progress across the curriculum but particularly in writing long term.</p>	<p>In EYFS re-structure the curriculum so that there is a far greater focus on oracy and language acquisition and development.</p> <p>Regular checks of pupils’ knowledge of basic vocabulary and more complex language.</p> <p>All pupils assessed and re-assessed using Speech Link. Plans then developed to support pupils with specific vocabulary gaps.</p> <p>Use of the HCC toolkit for developing early vocabulary and put in place a strategy to encourage parent to talk more with pupils.</p>	<p>Throughout EYFS and KS1 the development of language and vocabulary are brought to the fore and regular checks are made to ensure that pupils know basic 300 words and that these are then built upon by the language used by teachers, story-telling, allowing pupils to explain and share their ideas, oral rehearsal and oral story-telling and repetition</p>	<p>D.De Lancy Green J Thomp son S Cobb</p>	<p>Speechlink assessment for all EY and year 1 pupils. £650</p>	<p>Termly pupil progress reviews and Speech link intervention reviews and re-assessments</p>
Total budgeted cost						£29250

iii. 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	cost	When will you review implementation?
Year 6 PP children to Make better than expected progress across Reading, Writing and Maths. KS1-2	PP children given a Guardian angel and/or a learning champion (key worker) Attainment plan updated regularly and supported by regular home learning, flipped learning and catch up.	Based on Summer data we need to target support towards Year 6 PP children to give them the best possible chance of success in SATS.	Regular updates at SLT meetings. Regular monitoring of parental feedback and of learning plans for PPG children. Pupil conferencing by SLT checks on progress every 3 weeks of PPG pupils.	SLT and VN	Training and release time for staff and parent volunteers: £600	Two weekly update at SLT meetings. Pupil conferencing every 3 weeks.
Year 6 PP children to Make better than expected progress across Reading, Writing and Maths.	Afternoon Reading comprehension and Maths workshops for Year 6	Based on Summer data we need to target support towards Year 6 PP children to give them the best possible chance of success in SATS.	Timetables staff release time will be prioritised. Gaps in learning and exam technique will be taught so that pupils make rapid gains and feel confident to sit the test when it comes.	HT/DHT	HLTA time to workshop each afternoon £2000	SLT meeting discussion on progress.
To improve self-esteem of Year 5 PP children	Year 5 to be reading and maths buddies for Year 3	To improve self-esteem of Year 6 pupil with knock on effect on improving their attitude to their own learning. Evidence suggests that teaching someone else deepens understanding.	Regular timetable plus Year 5 children split between two classes with class teacher overseeing the session. Pupil conferencing and observation.	VN/AM/SC	Nil	Half termly review between VN/AM. Have Year 5 teachers seen an impact in learning/confidence?
Year 6 PP children to Make better expected progress across Reading, Writing and Maths.	Daily Enhancement sessions led by Year 6 teachers for PP and other children.	Based on Summer data we need to target support towards Year 6 PP children to give them the best possible chance of success in SATS.	Teachers to keep Enhancement record of support. Impact to be measured through improvements on summative tests throughout the year.	DG/AM	Nil	VN to check record and update budget spend termly.
To improve confidence in their learning of PP children	Year 3 PP children to become reading buddy for Year 2 PP children. Parent volunteers (learning heroes) to support reading and basic maths such as tables and development of vocabulary.	EEF suggests that becoming a mentor for other children has an impact on own self esteem. EEF suggests that over 4 months progress is gained from social and emotional interventions to support learning.	Children to read during Enhancement sessions twice per week. Regular sessions of 20 mins with learning heroes to pre-teach or close gaps.	NC/LR/VN/LE/SW	Nil	VN to organise and update progress with KS 12 teachers.

All PPG children have an allocated budget to support full access to school life.	32 pupils will feel fully integrated and equal to their peers.	Access to all areas of school life is not restricted for economic reasons. We are a loving school and we believe that all children should feel valued for who they are and who they aspire to be.	Connect worker and key workers will work with the class teacher and PPG champion to identify who needs support and how allocated access funding should be targeted to make maximum impact for pupils. Uniform, trips, music lessons clubs and residential visits will all be supported	VN, SLT Phase leaders.	£12000	
/Total budgeted cost						£14600
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	Cost	When will you review implementation?
Parents supporting their children with homework.	Individual Parent teacher progress meetings	Lack of parental knowledge or support and guidance can impact negatively on pupils' progress and engagement.	VN to contact parents by letter and offer a sign up date. Teachers to hold meetings during register session in the morning and classes to be covered by DG.	VN	Release time for staff to meet parents £800	Jan. 2018 July 2018
Improved attitude and resilience towards learning.	Growth Mind-set workshop for Year 6 parents – lead by Head teacher.	Pupils who underachieve have low self-esteem and a fixed mind-set which causes further underachievement and fear of failure.	Parents sent a formal invite and those that don't attend will be followed up with a phone call to discuss need for parent support.	PB	Nil	November 2017 March 2018
Improve attendance to at least 95% for our most vulnerable children.	Attendance and connect work Health and education partnership Social care referrals where required. New role for assistant head teacher to monitor behaviour and attendance.	Some of our most hard to reach pupils have extremely low school attendance at around 45-80%. This significantly impacts on learning and makes it impossible for us to diminish the difference for this small group. We want to engage with families, build links to ensure parents understand the impact of poor school attendance as well as working with social care and other agencies to bring about improvement.	Time allocated for PS to contact families on first day of absence and every day after this. Visit families and home visits to see how school can support attendance. Rewards and incentives to attend school. Practical support through contact with churches together etc. for bedding, uniform, white goods. Take advice from EMTAS and social services to see what other support can be offered. Taxi.	PS PB NP DG	Connect worker role £1200	Every half term attendance checks and weekly for pupils below 90%
Total budgeted cost						£2,000
Overall budgeted cost						£45850

7. Review of expenditure				
Previous Academic Year 2017-18				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All PPG pupils without SEND achieve at least 0+ as a progress score KS1-2</p> <p>65% of PPG pupils achieve ARE in all year groups for combined RWM.</p>	<p>Afternoon catch up sessions/ workshops.</p>	<p>To raise attainment for pupils so that 70% of PPG children across school achieve ARE and 65% achieve this outcome in RWM.</p>	<p>We missed our target for 65% combined RWM for pupils across school with 40% of PPG children achieving combined RWM across the school. We must continue to work and use strategies to equalise attainment across all three areas of learning. A new approach to mathematics and revised approach to writing will be delivered in 2018-19.</p>	<p>£6000</p>
<p>Enable PPG pupils to reflect on their learning and foster a growth mind-set and meta cognition.</p>	<p>Growth mind-set training with adults and children.</p> <p>Meta cognition work with small groups with revisits across the year.</p> <p>Introduction of “Guardian Angels” (key workers)</p>	<p>To build pupil resilience to learn and to be more confident and positive about their own skills and abilities as learners.</p>	<p>Meta cognition and growth mindset approaches have started to build confidence and resilience in pupils and over a longer period this language and mind-set will bring about more positive outcomes. Children are more determined and positive about themselves as learners. Our Guardian Angels needs to be re-introduced in the 2018-19 year due to a range of operational issues which hampered full implementation.</p>	<p>£500</p>
<p>65% of PPG pupils achieve ARE in all year groups for combined RWM.</p>	<p>Additional HLTA to allow four daily learning groups for maths in year 1 and 2.</p> <p>Creation of additional break out quiet spaces where groups can be supported without distraction and “bases” can be established.</p>	<p>The split into age specific teaching groups will support the requirements of the new curriculum and allow all pupils to make better progress in maths.</p>	<p>The children benefitted from the four group model but it has become a challenge financially. It is also not as well suited to our current cohorts of pupils and so for 2018-19.</p>	<p>£15000</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

		Include impact on pupils not eligible for PP, if appropriate.											
To improve attention self-esteem and build resilience for our PPG pupils.	Sensory Circuits sessions each morning	The programme was effective and helped pupils with sensory needs to settle to challenging learning in the morning sessions.	We will continue to deliver sensory circuits as and when it is required. We are currently no longer delivering this intervention but it may be re-instated as it was a successful strategy.	£2000									
Year 6 PP children to Make Expected progress across Reading, Writing and Maths.	Afternoon Reading comprehension and Maths workshops for Year 6	A challenging cohort of pupils who lacked confidence were well supported. PPG children did well in reading but were unable to reach the same outcomes in maths and writing.	Mathematics needs to be a priority area in the coming academic year. It appears that a range of new approaches brought in quite quickly caused some difficulty for our PPG pupils. Confidence and maths vocabulary were also weak and as a result we need to build on our teaching of vocabulary and the mastery approach in the coming academic year.	£6000									
Year 6 PP children to Make Expected progress across Reading, Writing and Maths.	Year 6 to be reading buddies for Year 3	Reading outcomes were achieved <table border="1" data-bbox="904 671 1321 818"> <thead> <tr> <th></th> <th>EXS +</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Bransgore PPG</td> <td>73%</td> <td>20%</td> </tr> <tr> <td>National (all)</td> <td>75%</td> <td>28%</td> </tr> </tbody> </table>		EXS +	GD	Bransgore PPG	73%	20%	National (all)	75%	28%	Reading outcomes were very strong and continued to be above LA and national outcomes. We need to build on our reading for pleasure strategies and try to bring writing closer to reading outcomes.	£500 (resources)
	EXS +	GD											
Bransgore PPG	73%	20%											
National (all)	75%	28%											
Year 6 PP children to Make Expected progress across Reading, Writing and Maths.	Daily Enhancement sessions led by Year 6 teachers for PP and other children.	The aim to ensure that PPG children who are on the cusp of ARE manage to overcome poor confidence levels and convert to ARE by SATs week was partially met but significantly missed in maths were outcomes for PPG pupils were disappointing.	In reading this strategy benefited pupils and outcomes were very good but poor confidence in maths led to disappointing outcomes for this group of pupils. The principles of the enhancement approach are sound and the EF research would back this up so we will continue to deliver this support to pupils.	£600 (resources)									
To improve confidence in their learning of PP children	Year 3 PP children to become reading and maths buddies for Year 2 PP children.	Year 3 pupils made good progress in maths with 100% (of 5) at ARE in maths and 60% ARE in reading.	This strategy was cost effective and effective in terms of building pupil confidence and enjoyment. Reading results were as expected. We will continue to develop this strategy moving forward.	£300 (resources)									

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Parents supporting their children with homework.	Individual Parent teacher progress meetings	To keep parents updated about progress and attitude of pupils throughout the academic year and more frequently than termly parent meetings.	An effective strategy that we will maintain as it secured parental support for the support plans in place for our most vulnerable children. The EEF and Sutton Trust recognise the value of regular parental/ teacher interactions.	£3500
Improved attitude and resilience towards learning.	Growth Mind-set workshop for Year 6 parents – lead by Head teacher.	Very positive impact for all pupils throughout the school. Development of resilience when faced with challenging new learning.	An effective and efficient approach to raise pupil aspiration and develop a positive attitude to learning. We have developed our “Loving School” ethos around growth mind set and we will continue to work on this approach with staff, parents and pupils.	Nil
Pupils given access to extra-curricular clubs/ uniform and school visits	Budgeted spend for each pupil to enable them to access clubs and experiences that require additional payments.	To ensure that all pupils feel included and have access to all areas of school life.	We will continue to offer clubs, visits subsidies as well as uniform vouchers and other financial support. We now also offer support with music tuition. This will continue in 2018-19.	£6400
Improve attendance to at least 80% for our most vulnerable gypsy heritage children.	Attendance and connect work Health and education partnership Social care referrals where required.	Attendance will be over 90% for our most vulnerable PPG pupils. PPG pupils achieved 93.5% attendance in 2017-18.	PPG children were much closer to whole school attendance but this needs to further improve, particularly for our most hard to reach children and families. We will continue to use connect worker, health/ education partnership and attendance monitoring to support excellent attendance.	£1600
To improve self-esteem and build resilience for our PPG pupils.	ELSA and Thrive approaches	For all pupils to feel safe, happy and loved so that they are able to focus on learning.	Highly effective as a whole school approach but also when delivered as a specific intervention for PPG and non-PPG children who need additional social and emotional support. Long term learning benefits will become apparent as pupils are more engaged and present in learning.	£15,000
Total overall Cost:				£57400