

Review: Pupil Premium Strategy 2017/2018

Summary information					
School	Littletown JIN School				
Academic Year	2017/2018	Total PP budget (Sept-July)	September -March (7/12) £36,926 April - Aug (5/12) £25,008 Sept -July: £61,981	Date of most recent PP Review :	July 2017 September 2017 January 2018
Total number of pupils	176 24 -Nursery	Number of pupils eligible for PP	September 2017 figure: 35 30 - Ever 6	Date for next internal review/update of this strategy:	April 2018

Current attainment/progress 2016/2017				
KS2 Headline Data				
	<i>Pupils Eligible for PP (school)</i>	<i>Non PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
% achieving in reading, writing and maths	33%	81%	67%	-34%
% achieving in reading	50%	86%	77%	-27%
% achieving in writing	50%	86%	81%	-31%
% achieving in maths	67%	95%	80%	-13%
Average point score in reading	104.8	105.5	105.4	-0.6
Average point score in maths	106.2	108.14	105.3	-0.9
progress in reading	-0.05	0.6	+0.33	-0.38
progress in writing	-3.55	1.09	-0.17	-3.38
progress in maths	5.26	3.4	+0.28	4.98

KS1 Year 2 Headline Data

	<i>Pupils Eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Non PP pupils (national)</i>	<i>PP school and non PP national difference</i>
% achieving in reading, writing and maths	57%	72%		
% achieving in reading	71%	72%		
% achieving in writing	57%	72%		
% achieving in maths	57%	78%		

Year 1 and 2 Phonics

	<i>Pupils Eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Non PP pupils (national)</i>
Year 1 phonics	75%	100%	
Year 2 phonics	100%	50%	

Reception

	<i>All</i>	<i>Pupils Eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>
5% children reaching a good level of development	59%	40%	64%

2016/2017 Impact Statement

- Growth mind-set EEF intervention has had a real impact on year 6 attitudes and ultimately attainment and progress for the majority of disadvantaged children in year 6. Growth mind-set training across the school has taken place and teachers are implementing strategies within classrooms. To embed this further AW will continue to lead and develop growth mind-set strategies across the school due to the success of the project.
- Reading progress of disadvantaged children across year groups is positive as whole school approaches and interventions are implemented and embedded. EE will continue to lead on developing and monitoring such approaches further through INSET, facilitating the sharing of effective practice across classes, researching resources and approaches and facilitating Power of Reading training.
- Artis drama Company continues to have a huge impact on the development of disadvantaged children's confidence quality of writing within Nursery and across year groups. This will continue in 2017/2018.
- The use of skilled HLTA's working in classes to support pupil premium children has been a positive approach in supporting disadvantaged children in key stage 2, allowing teachers to focus on this group within lessons.
- Small group tuition has been very effective and the impact on disadvantaged children and their progress has been positive. Such tuition will continue in 2017/2018.
- TA training remains a priority as an approach due to the impact on the effectiveness of TA deployment across classes.
- HLTA cover for progress reviews continue to allow for all teachers to discuss each pupil premium child, their progress and action that will need to put in place for each child. This ensures that our assessment cycle is robust, accurate and used to adapt provision/approaches to ensure that the child makes better or beyond expected progress.
- CODE, 1st class @writing, 1st class @ number, 1:1 tuition and small group tuition have all been successful and will be funded in 2017/2018 through PP funding and targeted to support disadvantaged children.
- Marking and feedback policy is well embedded across the school. Targets are clear and precise and children use purple pen well to edit, answer questions and make corrections. The focus to support disadvantage children will be on enhancing the use verbal feedback.
- Through funding school trips, 100% of all disadvantaged children attend their school trip or any other paid enrichment activities offering all children access to opportunities. This will be a continued approach in 2017/2018.
- Providing breakfast club reduced rate has shown a positive impact on pupil attendance and attainment as well as ensuring that the children have a had a good start to the day with a nutritious breakfast and opportunity to quickly identify if the child needs any emotional support before entering their classroom and beginning lessons.
- Whole school training around attachment and childhood adversity has heightened teacher and teaching assistant awareness on the impact of childhood trauma and 'not good enough parenting' on cognitive pathways and how to support our most vulnerable learners. Learning walks show that the strategies suggested are being implemented within classrooms by all staff. This will continue into 2017/2018 with therapeutic story training based upon a successful case study.
- Attendance at parents evening is excellent. Feedback from workshops/family days is positive and this will continue in 2017/2018.
- Investing in transition is a priority for our disadvantaged children to settle into their classes and meet their teachers before September. This year all classes completed transition challenges to encourage team work, collaboration and develop relationships. This will continue in 2017/2018.

Identified barriers to future attainment		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A	Disadvantaged prior middle attaining pupils (coming out of KS1 2c) attainment and progress from ks1-ks2 in reading and writing due to changes in curriculum and higher expectations required to meet the 'working at' standard in year 6.	
B	Disadvantaged making progress from EYS to KS1 and across years 3-6 in reading, writing and maths due to lesser exposure to a vocabulary rich home environment	
C	Low language skills and low scores on entry to reception - year 1 and understanding vocabulary across all year groups for understanding reading	
D	Disadvantaged pupils with complex SEN difficulties across all year groups	
E	Disadvantaged pupils with individual mental health and social care needs	
External barriers (issues which also require action outside school, such as low attendance rates)		
F	Child and Parental aspiration and skill set to support their children	
G	Persistent absenteeism across some families	
H	Parental engagement of those 'harder to reach' disadvantaged children - leading to some bespoke provision as the year progresses	
Desired outcomes 2017/2018		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Disadvantaged low, middle and high attaining pupils tracked and discussed at each progress review (% working at age related expectations and pupil progress.) Provision put in place quickly to support pupils. Embedding whole school strategies for reading and writing monitored through learning walks -ensuring quality teaching for all with a focus on supporting pupil premium children across classes Year 6 PP book club monitored and attainment measured Skilled HLTA supporting in year 6 writing lessons to support PP children. Data tracked and discussed at progress review. Teacher verbal feedback weekly in class 6 for all PP children - Sept - December (then review) Data tracked and discussed at progress review. Discussion with PP pupils 	<ul style="list-style-type: none"> Increased numbers (80% +) of disadvantaged children with middle prior attainment meeting ARE and making good or better progress. The difference for PP and non-pupil premium diminishing in Year 6 for progress and attainment Good or better progress made by disadvantaged children with prior middle attainment pupils due to intervention, tuition and quality teaching approaches
B.	<ul style="list-style-type: none"> Disadvantaged low, middle and high attaining pupils tracked and discussed at each progress review (% working at age related expectations and pupil progress.) Provision put in place quickly to support pupils. 	<ul style="list-style-type: none"> Increased numbers of disadvantaged children with middle prior attainment meeting ARE and making good or better progress. The gap for PP and non-pupil premium diminishing in year 2 and across year groups for progress and attainment

	<ul style="list-style-type: none"> • Embedding whole school strategies for reading, writing and maths and monitored through learning walks -ensuring quality teaching for all with a focus on supporting pupil premium children across classes • All interventions and small group tuition monitored and impact measured • Digital apps and websites used to promote independent learning across year 2 and KS2 classes 	<ul style="list-style-type: none"> • The gap for PP and non-pupil premium diminishing in year 3-6 and across year groups for progress and attainment • Good or better progress made by disadvantaged children in relation to their previous years starting points. Due to intervention, tuition and quality teaching approaches
C.	<ul style="list-style-type: none"> • Disadvantaged children's Language levels assessed in Reception and year 1 at the beginning and end of the year to measure progress • Language intervention and whole class strategies in place in R and Yr1 to enable progress with support of SENCO, Speech and Language therapist and additional skilled teacher (volunteer) • A focus on developing disadvantaged children's knowledge and understanding of a wider range of vocabulary through pre-teaching topic vocabulary and discussion vocabulary and its meaning. Monitored through learning walk, listening to children read and pupil discussion 	<ul style="list-style-type: none"> • Pupils with low language levels identified early and provision is put in place quickly to support progress • Higher % of pupils on track for language, communication and speaking and listening in R and YR 1, supporting reading and writing development. • Across all classes children have a wider knowledge of vocabulary and its meaning to support attainment and progress in reading
D.	<ul style="list-style-type: none"> • Pupil premium with SEN tracked as a vulnerable group • Provision in place quickly to support progress from progress review data • Bespoke actions/provision in place to address any highlighted barriers to learning beyond the child's SEN needs 	<ul style="list-style-type: none"> • Disadvantaged pupils with SEN make better progress in reading, writing and maths across year groups • Provision beyond SEN to support this groups of children across the classes
E.	<ul style="list-style-type: none"> • Provision in place quickly to support progress from progress review data • Bespoke actions/provision in place to address any highlighted barriers to learning beyond the child's SEN needs • Childhood adversity strategies still to be monitored • Nurture groups in place and monitored • Therapeutic 1:1 support based on EP training • Mental health first aider training completed and approaches monitored through discussion and impact on individual children 	<ul style="list-style-type: none"> • Disadvantaged pupils with mental health or involvement with social care make better progress in reading, writing and maths across year groups • Boxhall profile used to measure impact of nurture provision • Blob tree used to measure the impact of bespoke therapeutic stories • Mental health first aider in place and approaches implemented
F.	<ul style="list-style-type: none"> • Families of pupil premium children supported by school in order to help them to help their children through invitations to workshops and family events - including the Patron Reader events • Monitor the uptake of PP families attending events • Pupil premium lead and teachers to engage with PP families -teachers to highlight any 'harder to reach' parents 	<ul style="list-style-type: none"> • PP lead to be involved at parent evenings to speak to key PP families in order to identify and plan approaches to address individual barriers • Workshops/learning days supporting the curriculum planned throughout the year to support families across year groups • People EEF research project in Nursery
G.	<ul style="list-style-type: none"> • Track and monitor absenteeism of pupil premium children • Review and target key families each half term • Teachers to highlight any concern pupils at key stage meetings 	<ul style="list-style-type: none"> • Reduced persistent absenteeism of pupil premium children • Home visits and bespoke provision required for individual families • Pupils highlighted as concerns at key stage meetings

H.	<ul style="list-style-type: none">• Staff to highlight 'hard to reach' parents at progress review/key stage meetings• Track and monitor attendance, attainment and children learning in classes	<ul style="list-style-type: none">• Further positive relationships established with PP families• Bespoke provision in place for families where barriers have been identified
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1. Planned expenditure					
Academic year	2017/2018				
Quality of teaching, targeted support and other approaches					
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?	Cost	Review of 2017/2018 strategy
<p>PP lead to be up to date with current documents and guidance for PP</p> <p>PP lead to lead with confidence and report PP performance to governors</p>	PP NAHT training	<p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>Support PP lead in having a full picture of provision and achievement within school and the national picture. To influence and ensure the PP is woven into the school development plan and a priority across the school. Governors fully informed and involved in reviewing and considering the actions and approaches for the use of the PP grant.</p>	<p>Pupil premium lead to update strategy with confidence and accuracy.</p> <p>PP reviewer to look over the 2017/2018 strategy for quality assurance.</p> <p>PP lead to report on PP performance to governors</p>	£160	<p>Very positive feedback from Nick Bishop PP reviewer in the autumn term (see email in PP file)</p> <p>Small amendments were made as a result of the feedback.</p> <p>Action: SW to research further training/CPD opportunities</p>
<p>Progress Review Cover</p> <p>Tracking and monitoring of pupil premium children</p>	<p>HLTA cover half a day per half term across all classes</p> <p>NFER - marking service and</p>	<p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>HLTA cover to allow achievement data to be discussed at progress review, to check whether interventions or techniques were working and make adjustments to provision and approaches accordingly.</p> <p>PP lead to collate PP performance for the whole school and share with PP governor</p> <p>To track PP with SEN and without SEN</p> <p>Standardised tests supporting assessment of children in reading, maths and SPAG.</p>	<p>Headteacher and PP lead/SENCO to be present at progress reviews to discuss achievement and provision for pupil premium children.</p> <p>Progress review actions reviewed and evaluated at weekly key stage meetings to ensure that actions have been implemented.</p> <p>Interventions/quality of teaching and provision monitored through learning walks and further data analysis comparison</p>	<p>£2561</p> <p>£200 (proportion of full cost)</p>	<p>Ofsted December 2017 recognised that tracking was robust and a key strength of the school.</p> <p>PP attainment and progress discussed with 2 members of SLT half termly, including those with SEN. Provision/interventions updated for each child to ensure that they make good progress. PP/SEN referrals and outside agency actions put in place for such children where necessary.</p> <p>Statutory attainment and progress measures very positive for PP children. (See PP file for data)</p> <p>Action: To continue to be funded through PP</p>

	assessments for yr1 -6				
HLTA and cover supervisor support across key stage 2 classes	HLTA and cover supervisors to be deployed within key stage 2 classes to work with key PP children OR allow opportunity for the class teacher to focus on PP children within lessons for reading, writing and maths.	Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Learning walks show effective deployment of skilled HLTA and cover supervisor, challenge and support for pupil premium carefully planned for children across KS2 classes in reading, writing and maths, Attainment of pupil premium children tracked and discussed at progress review. Pupil premium children making good progress towards achieving their potential	£15,892	Half termly through learning walks, progress review and progress review discussion October learning walks show that effective deployment of TA's is an area of strength across the majority of lessons December 2017 Ofsted recognised the deployment of TA's to be a strength across lessons. Learning walks show that teachers are deploying such support staff creatively and flexibly within reading, writing and maths lessons for maximum impact. Key stage 2 results for disadvantaged children very positive as a result of this intervention across all subjects, however Writing remains a focus in terms of narrowing the gap and exceeding national averages. Action: to continue to fund this provision across key stage 2 classes and implement the strategy through PP funding in key stage 1
Whole school reading approach and resources embedded further across all classes	Continuously update reading resources across the school. INSET planned to review and refresh whole school reading approaches.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/ Progress in reading is a target area for development within school, especially for disadvantaged pupils.	English lead will audit and update reading resources across the school. Our whole school reading approach including reading interventions will be reviewed as a staff team and INSET planned to refresh whole school approaches. Pupil premium attainment will be tracked and monitored. English and PP lead to research effective reading strategies to implement further across the school.	£2220	In the autumn term new reading comprehension resources were bought and teacher feedback was positive. Year 6 and year 2 are worked together to embed reading skills in class 3 (year 2.) December 2017 - Ofsted agreed that the reading approaches developing across the school are embedding and appropriate and agreed that this is a good use of PP spend. In the summer term staff attended Pie Corbett reading course - AW, FW and LH. Disaggregation of and purchase of resources recommended planned for summer 2/autumn training in school. Statutory assessment data is very positive for phonics and reading across all key stages.

		We aspire to continue to create a love for reading and encourage true reading for pleasure across the school			Action: complete the in school training and continue to implement new strategies in 2018/2019 with a shift towards vocabulary development across the curriculum and curriculum review.
School Patron Reader -Conrad Burdekin	A local author visiting and connecting with the school to support the promotion of a love for reading, inspire writing and to support parents		Two planned events across the school year. Roald Dahl Day and a family reading event. Conrad will send books to classes, children will communicate with him through letters and twitter/school blog	£1600	December 2017: Very positive feedback from Conrad's parent day and recognised as an effective strategy to promote a love of reading and engage parents during Ofsted December 2017. See evaluation. Two additional afternoons were booked for national story telling week 30 th and 31 st January and a day in July. Classes continue to receive books from Conrad and Patron reading schools collaborated with each other and put together a shine bid which was approved and began in school with EYFS. Action: to continue to work and fund Patron reader in 2018/2019
Power of reading revisited to impact on reading and writing attainment for pupil premium children	HC to attend a 5 day POR course. Refresh training and approaches within school for all staff.		INSET planned and delivered to disseminate POR approaches and methodology Learning walks show approaches in place and how pupil premium children are engaging with quality reading texts Tracking of pupil premium children's data to show impact on reading and writing	£695	POR course completed and POR books replenished across the school. Early years have taken part in some action research in reception. See research file to see evaluation. Action: approaches/learning to be shared at planned INSET training days in the summer/autumn to enhance whole school approaches
Library Visits for all classes	Pupil premium children experience the library and be inspired to join with their parents	Monitor the number of parents attending library visits, library memberships and reactions made by pupil premium children and their parents.	£100	All children have visited the local library each term, including workshops such as Harry Potter. This has enriched the reading curriculum, added to the reading culture and created an opportunities for all disadvantaged pupils to visit a local library. Action: to continue to organise library visits for all classes in 2018/2019	

	and visits out of school time,				
Artis Drama Company used to inspire pupil premium children to write through drama, role play and speaking and listening across all classes	Pupil premium children across classes to take part in whole class drama lessons as a stimulus to support the development writing. Teachers to work closely with 'murmur' in planning the sessions	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/ Based upon the positive impact on writing composition, speaking and listening, enrichment and confidence for pupil premium children across year groups from previous years. Case studies from previous years.	Observe PP children in drama sessions and discuss the impact of drama with them. Monitor and track Writing attainment and progress for all PP children in all year groups and compare data with non-pupil premium children across year groups	£6144	December 2017: Ofsted recognised the Artis is having a huge impact on pupil progress in speaking and listening and writing. Use of HLTA/cover supervisor support in class 5 and 6 continues alongside Artis. PP children verbal feedback is a priority. Key stage statutory data shows that the gap is closing in year 6 but still a focus for disadvantaged pupils. Year 5 still remains a priority, where boys are the main concern in terms of writing attainment. 'Murmur' (drama teacher) is currently on maternity leave, after observing the cover teacher we decided to cancel this provision for 2018/2019 due to the quality of provision not being up to the standard that we would expect: Action: re-employ 'Murmur' in September 2019 on return from maternity leave but continue with allocated drama sessions for classes
SPAG.com	Pupil premium children make use of this digital resource to support progress in grammar	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/ Based on the success of 2016/2017 year 6 research	Monitor and track progress in grammar at progress reviews, discussion with teachers and pupils on the impact	£181	Being used in all year 1 - 6. Teachers can view the children's progress. Pupils can access this resource independently and enjoy learning online. Disadvantaged pupils performed well in the 2018 SPAG test, showing the impact is very positive. See PP file for data. Action: continue to purchase and use as a curriculum resource

Feedback (inc consultations)	To continue to embed effective feedback for PP children in order to support their progress	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/ Enhance the work that we have already implemented within school	Half termly 1:1 consultations for pupil premium children Whole school training and focus on feedback for PP children Monitored through learning walks Monitor and track PP progress in RWM	£2505	Consultations completed in across each term with all with PP children and parent discussion taken place at parent's evenings. 1:1 feedback, same day intervention within a lesson and across the day is proving effective in some classes. Action: Discuss how strategies for same day/1:1 feedback is implemented within classes and share/implement strategies across school
Growth mind set and metacognition EEF research project	To continue to implement growth mind-set and metacognition throughout the school with AW	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/ Year 6 changing mind-sets project was very successful (see in school file) https://educationendowmentfoundation.org.uk/our-work/projects/changing-mindsets/	AW to lead the growth mind-set whole school approaches. Time planned in to monitor and for INSET across the year. Develop age appropriate whole class lessons. EEF research project -AW to lead Whole school Metacognition project training and implementation.	£1902	All classes are taking part in this project, AW is now lead, attends local hub meetings and continues to monitor the implementation and effectiveness of the lessons. See research file. Action: this will continue throughout the 2018/2019 academic year until the project is complete
Total budgeted cost					£34,160

ii. Targeted support

Desired outcome	Chosen action/approach and	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
Pupils identified make progress in maths reaching age related expectations in maths	Small group tuition across KS2 maths - TK	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/	<p>All targeted interventions observed by SLT to ensure quality</p> <p>Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions.</p> <p>Provision maps evaluated and discussed at progress reviews.</p> <p>TA training to ensure staff are prepared</p>	£2822	<p>Key stage 2 data from standardised tests show that this tuition supported disadvantaged pupils in achieving well in the standardised tests. See PP file for data.</p> <p>Action: continue to provide 1:1 tuition for upper key stage 2 children</p>
Pupils identified make progress and reaching age related expectations in writing and reading	Year 5 small writing and reading group tuition -SW		<p>TA time planned in to prepare for tuition groups</p>	£4132	<p>This group of children are growing in confidence and their attitudes to learning have changed. Attendance is good. Spring term focused on reading comprehension to ensure that the children make better than expected progress. The majority of the group are now working within the year 5 curriculum which is good progress from the start of the year See PP data file. AW (class 6 teacher) attended progress review and plans for 2018/2019 have been put in place for this group in order for them to meet targets in year 6.</p> <p>Action: continue to be a target group in 2018/2019, monitor progress and provide necessary provision in year 6</p>

Pupils identified pass the year 1 phonics test	Yr 1 phonics small group tuition			£2162	All children achieved our expected targets, therefore this tuition has been very successful. See PP file for data Action: continue to fund an additional phonics group in 2018/2019, including year 2 children who may not have passed the phonics check in year 1.
Pupils identified make progress and reaching age related expectations in maths	Year 2 small group tuition -maths			£865	PP end of year targets have been met. KS1 data for disadvantaged pupils is positive (see PP file for data) Action: continue to fund tuition in year 2 for core subjects
Pupils identified make progress in maths reaching age related expectations in writing	1 st class at writing Year 2	http://maximisingtas.co.uk/assets/content/ta-guideportrait.pdf Evidenced based interventions based on national and in school research		£1297	Very positive impact on Writing. See evaluated provision map. PP end of year targets have been met in year 2 (see PP file for data) Action: continue with this approach in 2018/2019
Pupils identified make progress in maths reaching age related expectations in writing	CODE reading intervention Year 4			£1654	April - see class 4 provision map. Not as successful as other years due to inconsistencies within the timetable due to legitimate reasons within school. Action: continue in 2018/2019 but ensure consistency in providing the provision LEXONIC -
Individual therapeutic story to support social and emotional learning	Therapeutic story training and 1:1 story therapy	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ Successful case study from 2016/2017 has inspired this approach	Quality therapeutic story training from an EP. Individuals identified and in receipt of the provision. Monitored by SENCO/PP lead.	£850	Reviewed case by case To begin Spring term -training to be complete

Flexible nurture/behaviour support across the school	Inclusion worker	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Nurture provision and 1:1 bespoke support for identified individuals. Behaviour analysis for PP children	£5513	RM analysing PP behaviour alongside NPP. The comparison is positive and individuals requiring further support are easily identifiable. April/July - behaviour remains positive for PP children. Where required 1:1 support has been provided.
SENCO to be trained on how to make accurate use of the Boxhall profile and disseminate to Inclusion Worker	Boxhall Profile Training and purchase	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ A resource to measure the progress of social and emotional learning with greater accuracy and identification of the children's needs	Boxhall profile training completed by SENCO and disseminated to school inclusion worker Boxhall profile used to measure the impact of nurture interventions	£230	Action: Boxhall profile to be embedded
To assess levels of language with R and Yr1 pupil premium children and to measure the impact of nursery/ks1 narrative and additional resources suggested by SALT Research project	In school research project: HC lead Yr R language assessment and school strategies. SALT involvement	http://www.eif.org.uk/publication/language-as-a-child-wellbeing-indicator/ Language and oracy assessments are low across the school and year 1 is a focus due to low GLD scores coming out reception. Language and oracy are key for making progress in	Nursery and KS1 narrative used to improve language development in Reception and year 1 Use of RENFREW assessments to assess levels of language entry and impact of narrative and language approaches SALT therapist and additional teacher (volunteer) supporting the assessment and work across the classes HC -SENCO writing a nursery world article to show practise and impact of the strategy	£90	Oct - baseline assessments complete showing low levels of language on entry at Nursery, Reception and year 1 Dec - narrative play interventions taking place across R and Yr1. April - SALT planned to support final summer RENFREW assessments to support this evaluation/impact. Summer 2018 - analysis complete showing a positive picture on progress for disadvantaged pupil's progress.
	In school research project: HC lead Yr 1 language assessment and school strategies. SALT involvement and additional teacher (volunteer)				

To reduce persistent absenteeism for disadvantaged children across school	Office staff to monitor attendance PP lead monitor PP attendance	Pupil premium children's attendance is vital in order that they make progress	To track and monitor PP children's attendance -weekly Home visits and close contact with families that require support Bespoke provision in place. Attendance improved for pupil premium children	£490	Weekly monitoring continues to impact on a significant reduction in persistent absenteeism for PP children. See attendance file. Action: Continue weekly monitoring continues to impact on a significant reduction in persistent absenteeism for PP children. See attendance file.
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Total budgeted cost £20,105

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?	Cost	When will you review implementation?
To ensure a smooth transition from one class to another for pupil premium children	Transition across class in the summer term	In past years, pupil premium children have benefited through establishing relationships early with their new teachers and new classes. Resulting in smoother transition	Transition challenge set across all classes linked to team work, growth mind-set and outdoor learning (50 things...) Transition monitored by SLT Behaviour and emotional well-being for individuals monitored and provision planned accordingly	£400	Transition days successful. Action: continue this approach and fund by PP
To ensure that teaching assistants have access to regular training throughout the year	TA half termly training and weekly staff meetings	To equip TA's with the subject knowledge and skills in order to be effective https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants/guidance-report	Half termly training linked to Rob Webster's MITA books and whole school foci (see TA training plan)	£1029	Weekly and half termly meetings/training in place across the year. Programme for training in place and linked to PP strategy and SDP. Ofsted Dec 2017, recognised the effectiveness of TA's deployed in lessons April - SW booking onto 'maximising the effectiveness of teaching assistants' training next March. TA meetings and INSET continue. Action: approach o be continued and funded through PP

To continue to ensure that communication about our most vulnerable children is stored, shared and collated effectively across DSL's in school.	C-Poms	To continue to communicate effectively between staff and DSL's in school. To quickly gather information and see all reports into a secure an central location	Head teacher to monitor the impact/value for money	£580	Proving to be very effective in improving communication and sharing of sensitive information regarding children and families across DSL's and staff reporting. Analysis and report printing for outside agency meetings has been enhanced through using this online tool. Action: continue to fund through PP
To improve on communication with parents through the development of a school app	School app	Based on feedback from parents https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/	Parents consulted with on the use of a school app in July 2017. Launch of the app in September Feedback requested from pupil premium parents -October	£1350 (over 2 years)	October -parent SEN group like the school app and have suggested other links April - possibly ask TK to send a survey monkey to parents for feedback on the app Action: still to complete a survey for parents
To support pupil premium families in providing children with basic needs required to learn Ensure that identified PP children attend school and are settled to learn in classes	Subsidy for breakfast club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res/ Maslow	Monitor the uptake of breakfast club, identify pupils who will benefit from the provision across the year. Monitor, attendance, behaviour and attainment across this group	£680 (flexible and when needed)	Breakfast club is having a positive impact on individuals in a variety of ways - behaviour, attendance, supporting families and basic needs (see PP file) ES -tracking/monitoring PP and breakfast club uptake. SLT -highlighting any children who need to be directed to this provision Action: continue this approach
	Free milk	Maslow Hierarchy of need Provide milk for pupil premium pupils to support a nutritious diet	Monitor the uptake of free milk, identify pupils who will benefit from the provision across the year.	£718	Children requiring milk are receiving milk daily. ES -tracking/monitoring PP and milk uptake. SLT -highlighting any children who need to be directed to this provision Action: continue this approach
To support pupil premium families in providing children with basic needs	School Uniform	Maslow Hierarchy Provide clothing for pupils that require it	Monitor the uptake of school uniform, identify pupils who will benefit from the provision across the year.	£100	Children/families requiring school uniform have been supported and uniform bought ES -tracking/monitoring PP and school uniform uptake. SLT -highlighting any children who need to be directed to this provision Action: continue this approach

<p>To support pupil premium families through funding school trips in order to open access to opportunities for pupil premium children</p>	<p>Subsidy for school trips and after school sports activities</p>	<p>To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting</p>	<p>Monitor the uptake of class trips by PP children Speak to PP children about trips that they have attended Monitor any follow up work from PP children as a direct result of a school trip</p>	<p>£380</p>	<p>All school trips, in all classes subsidised and FSM paid for through PP funding. All KS2 PP children attended Fanwood in the summer term and year 5 and 6 attended London trip in Autumn 2018. Action: continue to provide opportunities for disadvantaged pupils to gain memorable and lifelong learning experiences</p>
<p>To involve parents with children's learning</p>	<p>Parental Workshops</p>	<p>To support parents with helping their children with their learning.</p>	<p>Monitor the uptake of workshops/family days of PP families Parents to complete reviews of the workshops/family days to show impact</p>	<p>£0</p>	<p>Throughout: Feedback from parents collected from each workshop/event throughout the year. Positive feedback from 'grab a grown up day', EYFS chatter event and autumn walk, year 6 statutory assessment information evening - see evaluations. PP parent numbers are positive. Individual PP families contacted and supported where necessary (see PP file for parental feedback) Action: continue to fund opportunities for parents to attend workshops/family days with disadvantaged families as a priority</p>
<p>Opportunity to play a musical instrument</p>	<p>Music Tuition</p>	<p>To offer the opportunity for PP to take part in additional music tuition</p>	<p>PP children showing an interest in wanting to play a musical instrument will have one term paid for them (this will be re-evaluated throughout the year) Monitor the uptake of this provision</p>	<p>£0</p>	<p>Children entitled to PP grant who have shown such interest are attending music tuition. The child did not continue beyond 1 term Action: to highlight this provision to parents in September 2018</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£5,237</p>

Early Year Pupil Premium					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
To develop oracy, language and communication skills for EYPP children	Artis Patron Reader Visits Nursery nurse oracy interventions	A continued approach using drama teaching to develop Oracy and support early literacy. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/oral-language-interventions/	Observe PP children in drama sessions and discuss the impact of drama with them. Support communication and literacy skills for EYPP children	£799 £1103	Nursery children are showing confidence in speaking and listening in drama sessions with Artis (see PP file for progress data) Parents and children have engaged well throughout our patron of reading visits (Conrad Burdekin) Interventions supported by our school nursery nurse have had a positive impact on pupils progress in communication and literacy (see PP file for data) Action: continue with approaches funded by PP
To develop a parental partnership with families	EEF project- EE lead Peeps project	To take part in EEF research https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/	EE placed as lead teacher. Baseline assessments complete and end assessments made to assess the impact of the programme.	£0	We have been allocated as a control group for this project
Total budgeted cost					£1,902