

Academic Year	2017/18	Total number of pupils	155	Total PP budget	£81,300
					79,200 deprivation (60 PPrD) 2,100 Forces (7 PPrF)

1. Review of expenditure 2017-18

Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will you continue with this approach)	Cost
	Revised marking and feedback policy implemented consistently including use of 'next steps' targets and 'even better if'	Impact <ul style="list-style-type: none"> Marking consistent across school children can talk about the feedback they receive and how it helps them 	Continues focus during 18-19 with staff changes. Continue in 18-19	1200
Improve outcomes for all pupils	Writing CPD for all staff (Chris Ogden & Literacy lead) including gap task and impact feedback.	Impact <u>Outcomes - KS1</u> <ul style="list-style-type: none"> 2018 attainment and progress data met or exceeded national in every area which was a significant improvement on 2017. <ELG group made high rates of rapid progress so more children attained ARE PPrD above (W - 73%), and just below (R - 73%, M - 73%) national. PPrD progress rates in line with or higher than cohort. Significant increase in GLD Maths (4% 2017, 27% 2018) 	Continue 18-19	
Higher rates of progress for 'emerging' pupils and potentially high ability pupils, partic for PPrD	Maths CPD for all staff (Kate Burton & Maths lead) including gap task and impact feedback.	<u>Outcomes - EYFSP</u> <ul style="list-style-type: none"> Increase in GLD (56%) although still below National (71%) GLD for children who attended our nursery = 71% PPrD attained in line or above cohort 		1190

	Regular activities within and beyond the curriculum to motivate and inspire (2017-18 focus - Science, Arts, trips / visitors)	Impact <ul style="list-style-type: none"> • Increase in KS1 Science attainment (2018 = 79%, 2017 = 64%) • Pupil engagement in learning enhanced by regular trips and visitors linked to curriculum learning • Impact evident in heightened motivation, particularly in writing and improved outcomes • ArtsMark Silver achieved 	Continue 18-19	4000
	Termly phonic screening, analysis, grouping and monitoring Training for new teacher and refresher for TAs	Impact <ul style="list-style-type: none"> • Year 2 Phonics = 92% (Nat 92%) • Year 1 Phonics = 65% (Nat 81%). This cohort made strong progress through Y1 but from low starting points. • PPrD attainment in phonics lower than cohort by 10% 	Phonics will be a key focus for 2018-19 Continue in 18-19	1850
Improve oral language and communication skills	Screen children for receptive & expressive language skills (purchase BPVS & Renfrew) Audit of speech and language (LSAT) Develop whole school approaches to support acquisition of language skills Identify and target children and groups needing additional support	Impact <ul style="list-style-type: none"> • All staff aware of delays in receptive and expressive language skills for a large number of pupils • Pupils needing additional support made good progress 	Development of whole school approaches a priority for 2018-19 Continue in 18-19	2500
	Regular Makaton 'refresher' training for staff	Impact <ul style="list-style-type: none"> • 'Makaton friendly' status • Children are able to use Makaton to support communication 	Continue embedding use of Makaton across school with regular refresher sessions for staff Continue 18-19	360

Social and emotional needs of pupils addressed	Purchase additional 'Jigsaw' resources to support delivery of PSHE & SMSC. This will support all pupils to build strong social and emotional skills	Impact <ul style="list-style-type: none"> Resources in place to support Jigsaw Feedback from pupils overwhelmingly positive Pupils increasingly able to describe and manage their feelings and emotions alongside developing skills and attitudes for life (incl. British Values) 	On-going use of Jigsaw in 18-19	500
Social and emotional needs of pupils addressed	Termly training to develop staff knowledge of social and emotional issues which impact on learning so they are able to identify needs more swiftly. Enhanced training for Pupil & Family Support Manager	Impact <ul style="list-style-type: none"> Staff awareness of social and emotional issues impacting on learning enhanced through regular training enabling them to identify and support children more swiftly Skills and knowledge enhanced for Pupil and Family Support Manager through regular 'Future in Mind' training so staff, pupils and families can be better supported / signposted 	On-going involvement 2018-19 in 'Future in Mind' training and dissemination to staff	1500
Targeted Support				
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 (will you continue with this approach)	Cost
Improve outcomes for pupils - partic PPr and more able Higher rates of progress for high ability pupils, particularly those eligible for PPrD	Additional TA in Reception and in KS1 <ul style="list-style-type: none"> enable increased feedback about learning reduce adult:pupil ratio weekly small group sessions for identified children 	Impact <ul style="list-style-type: none"> improved outcomes in EYFSP and KS1 SATs (see above) increased conversion rates (emerging, expected and exceeding) in reading, writing and maths conversion rates for exceeding to greater depth significantly above national 	Targeted support for individuals and small groups has proved effective in closing gaps and raising standards. Continue in 18-19	1200 0 1200 0

Improve outcomes for pupils - partic PPr and more able	Additional TA (3 hrs weekly) to support 1:1 phonics and reading for identified individuals (main focus - PPr and more able)	Impact <ul style="list-style-type: none"> KS1 reading attainment (79%) above national (76%) and significantly improved from 2017 (60%) Year 2 Phonics = 92% (Nat 92%) Year 1 Phonics = 65% (Nat 81%). This cohort made strong progress through Y1 but from low starting points. PPrD attainment in phonics lower than cohort by 10%	Targeted support for individuals has proved effective in raising standards in reading Continue in 18-19	1500
Social and emotional needs of pupils addressed	'Early Bird' healthy snack at the start of the day to improve concentration and punctuality	Impact <ul style="list-style-type: none"> Feedback from staff shows that children are more settled at the start of the day and concentration is better Children are keen to get to school on time - punctuality for nearly all children is good 	School part of the National Schools Breakfast Programme for 2018-19. Costs will reduce. Continue 18-19	2000
	Purchase annual subscription for CPOMS Meritec, set up and train staff. This will enable staff to swiftly identify and track vulnerable children.	Impact <ul style="list-style-type: none"> All staff trained to use CPOMS Meritec so all can enter information Key staff are able to access all pupil information swiftly which has particularly benefited multi-agency work to support families 	Time saved by online secure system has enabled more time to be spent working with vulnerable children and their families Continue 18-19	1000
	Support for complex PPr families and pupils to reduce impact of issues on attendance and pupil progress	Impact <ul style="list-style-type: none"> Most families receiving support demonstrated improved outcomes 	A number of families continue to need support to improve attendance Continue 18-19	9000
	Weekly small group and 1:1 sessions to address identified social and emotional needs.	Impact <ul style="list-style-type: none"> Feedback from pupils, parents and staff show positive impact of a wide range of interventions and small group work 	Continue 18-19	7900

	Fortnightly small group sessions to support children joining school during the year. 1:1 sessions if more appropriate.	Impact <ul style="list-style-type: none"> Pupils new to the school settle quickly New pupils and families needing support are quickly identified 	Continue 18-19	1000
	'Playground Buddies' programme to support vulnerable pupils at playtimes (training for new Y2 pupils)	Impact <ul style="list-style-type: none"> New playground buddies trained Regular support and on-going training for playground buddies with PE lead and Pupil & Family Support Worker Peer support available on the playground every dinner time 	New Y2 pupils will need to be trained for 18-19 Continue 18-19	1500
	MDSA to support vulnerable children indoors during lunchtime	Impact <ul style="list-style-type: none"> Indoor supervision available during lunchtime so vulnerable children can access tailored support 	Continue 18-19	2500
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 (will you continue with this approach)	Cost
Improve rates of reading at home for all pupils, particularly PPr and more able	Allocated time for Literacy Lead to train volunteer readers for targeted children Re-launch home-reading challenge with regular prizes	IMPACT <ul style="list-style-type: none"> Children have been motivated by reading prizes which has led to an increase in home reading Improved outcomes across school and nursery in reading 	Funding has been secured through Maxell for reading prizes for 2018-19 so this will continue but will not be funded by Pupil Premium Training and supervision for volunteer readers will continue 18-19.	600 1800
Improve outcomes for all pupils, particularly PPrD	Pupil & Family Support Worker support for weekly Family Learning so parents feel better equipped to support their child's learning	IMPACT <ul style="list-style-type: none"> Parents who have accessed Family Learning feel more confident in their own skills and in their ability to support their child's learning 	Explore working with Junior School to jointly run and host Family Learning Continue 18-19	1300

	Twice yearly parent-teacher-pupil meetings (x3 for Y2) during school day to discuss progress, targets and ways for parents to support learning at home	IMPACT <ul style="list-style-type: none"> 98% of parents say that they are well informed about how their child is getting on and their next steps (parent questionnaire) Outcomes for KS1 and EYFS improved 2018 	Continue 18-19	2800
Increased attendance and punctuality rates	Pupil & Family Support Manager support for pupils with low attendance / poor punctuality 3-weekly meeting and tracking for targeted families (PFSM and Head) Regular attendance panels. Payment for Breakfast Club and walking bus for identified children	IMPACT <ul style="list-style-type: none"> Most families receiving support demonstrated improved attendance 	A number of families continue to need support to improve attendance School procedures for poor attendance to be reviewed (18-19) to explore ways to improve attendance for persistently poor attendees. Continue 18-19	2400 3000 BClub

Other approaches - Forces Children

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 (will you continue with this approach)	Cost
To ensure new pupils settle swiftly and receive support as appropriate	Pupil & Family Support worker for transitional children to support settling in to new school	IMPACT <ul style="list-style-type: none"> Forces children joining the school settled quickly A number of forces children moved on to new schools during 17-18. Pupil & Family Support Worker supported these children with transition activities and memory books. Feedback from parents and children was very positive.	Forces children continue to leave and join the school Continue 18-19	1000
Enable regular contact for pupils when a parent is serving away from home	1:1 with Pupil & Family Support Worker when a parent is posted.	No parents posted during 17-18	Continue 18-19	800
Support children who have a parent serving in the armed forces	Weekly 'Reading Force' group with teaching assistant	IMPACT Transition of forces children made continuity difficult and approach changed to individual work	Regular transition of forces children suggests a more individualised approach may work better.	500