



Priority: To close the attainment gap between pupils in receipt of Pupil Premium funding and those who are not

2017-2018 funding = £27,300

2017-2018 spent = 35,923

Our cohorts are small and in some Year groups there is only one pupil eligible for PP funding we will therefore not be sharing detailed data analysis on the website. If you wish to see a more detailed break-down of progress and attainment by PP and Non-PP pupils please contact the school.

Objective	Actions	Success Criteria	Monitoring activity: compliance	Supporting evidence	Resource and cost implications	Evaluation and impact (No of Pupils)
To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge and feedback to enable accelerated	<ul style="list-style-type: none"> ☑ Teachers are in place and held accountable for progress and attainment of pupils in their Key stage. ☑ Aspirational, but achievable targets are set for PP pupils. ☑ Use assessment data to accurately track the progress of PP pupils. ☑ Oral feedback and marking used effectively to provide 	<ul style="list-style-type: none"> ☑ 100% of teaching for PP pupils is quality first teaching by class teacher. ☑ Teachers and TA's to know who the PP pupils are in their class Pupils are self motivated and learning to learn as a result of effective modelling by teachers and 	<ul style="list-style-type: none"> Monitoring cycle-targeting PP pupils books Moderation of writing and maths at least every term. Pupil Progress meetings between Class teacher and HT to take place termly and consider PP pupils 	2018 next step: for all teachers to ensure that misconceptions are addressed swiftly and pupils are given the opportunity to close their 'gaps' in knowledge.	<ul style="list-style-type: none"> N/A for Teaching staff See below for TA costs 	<ul style="list-style-type: none"> Most pupils eligible for PP made good progress in their reading, writing and maths. Pupils making 4+ point progress: Yr1 = 2 pupils Maths = 2

<p>progress to be made.</p>	<p>appropriate feedback to extend learning ☑ Teachers, during marking, to identify misconceptions or common errors in individuals work ☑ HLTA/ teaching assistant to address misconceptions/errors with pupils as soon as possible. Skills of metacognition and self regulation taught to pupils through modelling learning and expectations, Mindfulness and collaborative learning strategies implemented between peers and parent/ child to increase rates of progress and raise expectations and therefore outcomes.</p>	<p>high expectations of behaviour and learning. ☑ Pupils are receiving quality feedback to support learning ☑ There is a rapid and focussed response to address misconceptions ☑ There is an immediate impact seen in books ☑ Data shows progress is accelerated for disadvantaged pupils. Outcomes are improved to be in-line with national expectations in writing and maths and to remain above national expectations in reading.</p>	<p>and how to address individual needs. Class teacher to monitor effectiveness Book scrutiny will evidence impact of intervention. Feedback provided to teaching staff on quality of marking, feedback and its impact on pupils' learning. HT to monitor that feedback is acted upon by pupils and staff.</p>	<p>Months impact: Feedback 8+ Metacognition and self-regulation 5+ Early Years intervention 5+ Peer tutoring 5+ Collaborative learning 5+ Oral language interventions 5+ 1 to 1 tuition 5+</p>		<p>Reading = 2 Writing = 2 Yr 2 = 2 pupils Maths = 1 Reading = 2 Writing = 1 Yr5 = 1 pupil Maths = 1 Reading = 1 Writing = 1</p>
<p>To make at least good progress in reading with particular emphasis on achieving accelerated progress in phonics, writing and maths for PP Pupils.</p>	<p>☑ SENDCo and HT to assess data and work with teachers to identify pupils who require intervention. Of all abilities. ☑ SENDCo, class teacher and teaching assistants to plan and deliver appropriate work to small groups of identified children in school time including oral language interventions. ☑ SENDCo and HT to monitor effectiveness of provision and measure the impact</p>	<p>☑ Progress is evident for PP pupils ☑ Impact of intervention is seen in class ☑ Data shows the difference in attainment is diminishing between disadvantaged pupils and their non disadvantaged peers. 100% of PP will complete Phase 1 before they begin their Reception Year. 100% of PP will reach the expected ELGs.</p>	<p>Head Teacher to monitor data of PP pupils Pupil Progress meetings between Class teacher and member of HT to take place termly and consider PP pupils' targets, progress and next steps. HT and subject co-ordinators to monitor and evaluate the effectiveness of Talk</p>	<p>201 next step: focus on one-to-one tuition to continue to make at least good progress in reading and writing and to accelerate progress in maths. Months impact: Oral language interventions 5+</p>	<p>Teaching Assistant costs: £12,000 per annum N/A for teaching staff. Purchase Power Maths and Power of Reading £3,000</p>	<p>Please refer to data in column above. Phonics Yr2 re-sits = 100% Yr1 = 100% A fantastic achievement based on where pupils entered Year 1.</p>

	<p>☑ One to one tuition is given to targeted children by teacher or TA.</p> <p>All teachers to fully implement Talk for Writing and Talk for Maths in their classes.</p> <p>Early Years staff to introduce THRASS alongside Letters and Sounds as a method of teaching phonics and spelling.</p> <p>Staff to access appropriate training and disseminate information to teachers and TAs to raise standards in phonics, writing and maths.</p> <p>Hold parent information sessions and 'Discover Days for phonics, maths (reasoning).</p> <p>** Introduce Therapeutic Story Writing as a means of developing writing skills, enjoyment of writing and emotional well being.</p>	<p>Year 1 Phonics result for PP pupils is in line with the national average.</p> <p>100% of Year 2 PP pupils reach the ARE in reading, writing, GAPS and maths.</p> <p>75% of Year 6 PP pupils reach the ARE in reading, writing, GAPS and maths.</p>	<p>for Writing and Talk for Maths in contributing to raising standards and rates of progress.</p>	<p>1 to 1 tuition 5+ Mastery learning 5+ Early Years intervention 5+ Phonics interventions 4+ Small group 4+ Parental engagement 3+</p>	<p>Staff training £500 (CPD budget)</p> <p>Early Years setting (School's Capital funding)</p>	
<p>Before school, lunchtime and after-school provision to support and develop pupils' physical, social and communication skills increasing resilience, levels of engagement with</p>	<p>☑ Increase the uptake of PP pupils in the participation of these programmes</p> <p>☑ To encourage parents to attend with their children and develop positive links with the school</p> <p>☑ To develop a sense of well-being and belonging</p> <p>☑ Create a wealth of experiences for children</p>	<p>☑ Increased confidence and enthusiasm for school activities from PP pupils .</p> <p>More PP pupils train to become effective Peer Mediators.</p> <p>☑ Children participate actively in activities organised and they demonstrate more positive attitudes towards school</p>	<p>Discussion with pupils.</p> <p>Increased confidence and enthusiasm identified by class teacher.</p> <p>Evidence in pupils progress data</p> <p>Improved conflict resolution skills identified by lunchtime supervisors/ TAs</p>	<p>2018 next step: encourage more PP to train to be Peer Mediators.</p> <p>Months impact: Metacognition and self regulation 5+ Collaborative learning 5+</p>	<p>Teaching Assistants - £4,496</p> <p>Sports clubs – PE funding</p> <p>36 week Drama Club - £300</p>	<p>Pupils engaged with lunchtime and after school clubs. Up-take of clubs remain constant.</p> <p>Cricket Coach supported older pupils with basic skills and</p>

learning and their school.	<ul style="list-style-type: none"> ☑ Give children a chance to experience drama activities and use experiences to broaden the experience bank for children to use for their writing ☑ Use skills taught to resolve problems/ conflict (Peer Mediation training) 	<ul style="list-style-type: none"> ☑ Pupils have experiences to draw upon for writing and show improved problem solving skills ☑ Resilience and confidence is transferred back to the classroom situations 	Raised self-esteem identified by teachers and parents.	<ul style="list-style-type: none"> Oral language interventions 5+ Peer tutoring 5+ Social and emotional 4+ Behaviour interventions 4+ 	Peer Mediation training - free	building self-esteem.
To continue to use the Volunteer Reading Support Scheme to help reluctant and struggling PP readers	<ul style="list-style-type: none"> ☑ KS2 reluctant PP readers to be targeted for support. ☑ Pupils should be heard on a one to one basis at least once a week. ☑ Pupils will be reading a range of different age related material and playing word games. 	<ul style="list-style-type: none"> ☑ Increased confidence in reading is demonstrated by the pupils ☑ Pupils are starting to develop more enthusiasm for reading ☑ Progress in Phonics with targeted PP pupils shows an improvement ☑ Reading levels improve of targeted pupils 	Monitoring of Volunteers	<ul style="list-style-type: none"> 2018 next step: Continue links with volunteer reading support. Months impact: Feedback 8+ Mastery learning 5+ Reading comprehension 5+ Collaborative learning 5+ 1 to 1 tuition 5+ Parental involvement 3+ 	<ul style="list-style-type: none"> Volunteers – free Annie the School Dog! 	<ul style="list-style-type: none"> Volunteers listen to readers and change reading books. However to increase their impact on standards of reading, from September 2018 volunteers will join guided reading groups every morning following structured questions.
To continue to build self-esteem and resilience amongst pupils, families and staff.	To work with Jane Mansfield (Consultant Educational Psychologist) and Geraldine Roberts (Therapist) Myself As a Learner surveys completed, analysed and compared with last year's results.	<ul style="list-style-type: none"> Please see agreed action plan for full details. Whole school culture is identified as nurturing in all areas with children's mental health and well-being at the heart. Referral system in place 	Observations, discussions, repeat surveys and audits and compare to original scores and feedback. SENDco and HT to monitor provision Discussion with pupils. Increased confidence and enthusiasm	<ul style="list-style-type: none"> 2018 next step: TA to continue to offer targeted interventions to identified pupils. Develop Mindfulness techniques across the school. 	<ul style="list-style-type: none"> Bought in services £3,000 Resources £500 	<ul style="list-style-type: none"> Referrals were made to the School Nursing Service for emotional support. Where appropriate referrals were made to CAMHS.

	<p>Emotional and social support provided for groups and individuals. Quick access to appropriate counselling provision Training for lunchtime supervisors revised. ‘Discovery Days’ organised for parents and families. To encourage parents to attend with their children and develop positive links with the school. To provide the pupils with ‘challenges’ within and beyond the classroom.</p>	<p>Children identified and receiving support The number of parents who engage with activities in school will increase. Additional parental support for pupils.</p>	<p>identified by class teacher. Evidence in pupils progress data Class teacher notices improved home school links</p>	<p>Encourage more PP pupils to train as Peer Mediators. GR and JM to work with pupils and families to support transition and address identified needs. Months impact: Self regulation 5+ Social and emotional support 4+ Small group 4+</p>		<p>EHA completed for a family.</p>
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