

1. Summary Information					
Academic year	2017-2018	Total PP Budget	£80,260	Date of most recent PP review	Sept 2017
Total Number of pupils	508	No. of pupils eligible for PP	58 as at 1/9/17	Date for next internal review of this strategy	Sept 2018

2. Attainment		
2016 SATs	Pupils eligible for PP (9%)	All Pupils
% meeting standard or above in reading, writing and maths	50%	68%
Overall progress score making expected progress or above in reading	5.3	3
Overall progress score making expected progress or above in writing	0.5	3.2
Overall progress score making expected progress or above in maths	5.6	4.4
2017 SATs	Pupils eligible for PP (11%)	All Pupils
% meeting standard or above in reading, writing and maths	60%	67%
Overall progress score making expected progress or above in reading	+1.2	-0.25
Overall progress score making expected progress or above in writing	+4.7	+3.32
Overall progress score making expected progress or above in maths	+0.4	+2.22

NB 2016 is the year that higher level tests were implemented

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Oral language skills in Reception and KS1 have been low which has slowed reading progress and learning phonics
B.	Underdeveloped fine and gross motor skills in Reception and KS1
C.	A number of PP pupils also have mental health and attachment needs which may impact on academic progress
D.	Under developed maths skills between KS1 and KS2
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Some low income families find it hard to afford extra enrichment activities

4. Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Reception class through KS1. Interventions involving oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists	Pupils eligible for PP in Reception and KS1 are able to express their needs better by the end of the year so that all pupils make good progress from their starting points
B.	Improve physical abilities through fine and gross motor activities such as Finger Gym, large physical movements (based on WriteDance activities), use pencil grips, specific interventions using OT toolkit	Pupils eligible for PP are ready to use a pencil and are able to improve their fluency in writing
C.	Address Social and Mental health issues through the use of Social Skills Interventions.	Pupils better able and equipped with skills to change their behaviours/responses to situations
D.	High ability pupils maintain enthusiasm for learning. Higher rates of progress across KS2 for high attaining pupils eligible for PP. Improved Year 6 Maths progress results	PP pupils make as much progress as non PP high ability pupils, especially in Maths
E.	Parents/Carers more able to access help and support	Equal access to outside/enrichment activities; parents/carers know how to access support, signposted by Family Support

5. Planned expenditure

Academic year		2017-2018			
I. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A. Improve oral language skills in Reception & KS1	Staff training on learning sounds and improving reading readiness	Lack of speaking and listening skills have a long-term effect on academic progress, therefore this is a priority for all children in reception. Consequently, singing, rhymes, 'show and tell activities' 'listening for sounds' etc will be daily routines	Course selected evidence of effectiveness (through LA) Peer observation	KY	Annual Review July 2018
B. Improve fine and gross motor control in Reception/KS1	Finger Gym, large physical movements, pencil grips, Intervention using OT Toolkit	Good hand /eye co-ordination and fluidity of movement aid fluent writing and spelling	Follow good-practice scheme such as WriteDance, and finger gym as recommended.	Teachers/SENCo	
C. Improved behaviour/well-being for pupils with particular issues	Staff training on meeting the needs of the pupils with SEND, ASD, attachment difficulties.	A number of PP children demonstrate these difficulties	Lesson observations Book scrutiny Pupil Progress Meetings	SENCo	
D. All lessons show challenge and greater depth expectations	Delivery of accurately differentiated lessons. A deeper understanding of AL	Info from RAISE which outlines a need for a greater % of disadvantaged children worked at greater depth	Lesson observations Book scrutiny Pupil Progress Meetings	KY/HR	Termly
E. Accelerate progress in maths leading to improved outcomes	Small group work focussing on gaps in learning and giving specific and focussed feedback	EEF supports the use of high quality feedback in making accelerated progress.	1:1 or group work max 6:1 Effective feedback Track progress of PP children Monitor interventions	All teachers	Termly

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A. Improved oral language skills in Reception/KS1 B. Improved fine and gross motor control in Reception/KS1	1-1 and small group provision of intervention for children	Some of the students need targeted support to improve communication skills, vocabulary and phonics knowledge. Guidance is given for specific pupils by the school's Speech and Language Therapist	Close Liaison with Class Teacher and SENDCO Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time		Termly This is quality of teaching
C. Improved behaviour/well-being for pupils with SEND and particular issues	Provision of mental health support Training for staff on issues such as attachment Interventions focused on raising self-esteem, anxiety	Bringing playground issues back into the classroom detracts from learning, hence the need for TA support Small group targeted interventions with competent staff have shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie Mental well-being is vital to successful learning and future chances which is why we give it a high priority	Pupil Progress Meetings Monitor behaviour logs		Termly
D. High ability pupils maintain enthusiasm for learning and continue to make good progress	At least weekly small group sessions in maths for high attaining pupils in addition to standard lessons	Extra support used to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie	Pupil Progress Meetings		Termly
E. Other approaches Parental Engagement	Family Liaison worker to support parents	Better engagement with families. Support families through creating EHA's Provide capacity to spend time challenging poor attendance Identifying enrichment activities	Daily monitoring of attendance Weekly report detailing poor attendance %	AB	
Total budgeted cost					£80,260.00

6. Review of expenditure**Previous Academic Year 2016/2017****i. Quality of teaching for all**

Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	Total Spend 2016/17
A. Progress and attainment gains of PP children	Focused interventions for PP children	Mixed. Excellent progress and above other children except in maths	More 1:1 targeted support in maths for PP children	

ii. Targeted support

Desired Outcome	Chosen action/approach	Estimated impact	Lessons learned	
Improve attendance of PP children. Attendance across the school will be above 95%	Family Support Worker to target poor attendance and offer advice and support to parents to encourage children to increase attendance at school	Better results, attendance for PP children was 95.23%	Children that have better attendance at school have better social skills and good solid friendship groups. Attendance for all pupils in 2016/17 was over 95%	
				£63,940.00