



Summary information					
Academic Year	2016/2017	Total PP budget	£126,720	Date of most recent PP Review	March 17
Total number of pupils	215	Number of pupils eligible for PP	96	Date for next internal review of this strategy	

### Attainment

% of pupils reaching expected standard at the end of EYFS (data taken from raise online)	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average)
% of children reaching at least expected in reading	69%	77%
% of children reaching at least expected in writing	46%	73%
% of children reaching at least expected in maths	69%	79%

% of pupils reaching expected standard at the end of key stage 1 (data taken from raise online)	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average)
% of children reaching at least expected in reading	65%	78%
% of children reaching at least expected in writing	47%	70%
% of children reaching at least expected in maths	76%	77%

% of pupils reaching expected standard at the end of key stage 2 (data taken from raise online)	Pupils Eligible for PP (our school)	Pupils not Eligible for PP (national average)
% of children reaching at least expected in reading	45%	71%
% of children reaching at least expected in writing	91%	79%
% of children reaching at least expected in maths	91%	75%

### Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	Baseline assessments show that early Phonics, oral language and communication skills in reception are much lower on entry for pupils eligible for pupil premium with 45% below typical development for age than other pupils (17% Speaking and 25% Reading). This means pupil premium pupils need more support during EYFS in order to narrow the gap so children are Y1 ready when they start KS1.
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<b>B.</b>	Too few pupils are reaching and exceeding a good level of development in reading, writing and maths by the end of the Early Years Foundation Stage.	
<b>C.</b>	To achieve higher levels of attainment in pupil writing and Reading in KS1 and KS2.	
<b>External barriers</b>		
<b>D.</b>	A number of children eligible for pupil premium (20%) are impacted by family issues requiring support from Social Care Teams at TAF or above	
<b>E.</b>	Attendance rates for pupil premium children (93.7%) are below pupils not eligible (96.6%) the target for all children of 96%. This reduces their school hours and impacts on attainment and achievement. Developing effective parental involvement to support improve children's attainment.	
<b>Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	Improve early phonological awareness, oral language and communication skills in Reception.	~Pupils eligible for PP will make good progress so that they will achieve age related expectations. ~
<b>B</b>	Improved outcomes for PP pupils in EYFS (phonics, reading, writing and maths)	~Pupils eligible for PP will make good or outstanding progress from their low starting points and we can show a diminishing difference between our pupil premium children and others nationally.
<b>C</b>	Proportion of pupils reaching and exceeding the expected level will be in excess of the national average in KS1/2.	~Pupil premium pupils are working at age-related expectations in reading and writing. ~ Teachers provide clear next steps for pupils. ~Higher rates of progress across key stage 1/2 for high attaining pupils eligible for pupil premium evident through tracking and pupil progress meetings. ~ More able PP pupils achieve greater depth level at the end of key stage 1/2.
<b>D</b>	Increased attendance rates for pupils eligible for pupil premium.	~ Overall PP attendance to improve from 93.7% to 96% in line with 'other' pupils.
<b>E</b>	Increased parental involvement.	~Parents to know how to support their child at home, attend the workshops relevant to their child's year band and support their child with their targets.

<b>Planned expenditure</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you</b>

Improved early phonological awareness, oral language and communication skills in Reception.	<p>~Re-organisation of staff to ensure stability and consistently good or better teaching.</p> <p>~Staff training/inset general routines, planning and assessment.</p> <p>~Intervention in place and provisions made for children who do not read at home have those opportunities at school.</p> <p>~Additional resources purchased to support identified areas such as phonic reading books.</p>	<p>~Investing in longer term changes to staffing and high quality CPD to ensure quality teaching and provision in the EYFS.</p> <p>~Phonic reading schemes are effective to develop early reading skills.</p>	<p>Use twilight and inset days where appropriate as well as support from the council to deliver effective CPD.</p> <p>Ensure accurate baseline is completed on entry and moderate end of year judgments as well as termly pupil progress meetings.</p>	HT/ EYFS lead Assessment co-ordinator	Spring Term
Improved outcomes for PP pupils in EYFS (phonics, reading, writing and maths)	<p>~Re-organisation of staff to ensure stability and consistently good or better teaching.</p> <p>~Support with timetabling effectively ensuring English and maths is taught regularly.</p> <p>~Early intervention in place.</p>	<p>~English and maths skills will improve evident through pupil progress and tracking.</p> <p>~Develop provision to ensure a challenging, enabling learning environment so children access high quality teaching, resources and well planned provision.</p>	<p>Regular moderation of writing and maths to show improvement and impact on writing, phonics, maths and reading.</p> <p>Termly pupil progress updates with SLT.</p>	HT/DHT(assessment) /EYFS coordinator	Termly
Proportion of pupils reaching and exceeding the expected level will be in excess of the national average in KS1/2.	<p>~Staff to attend training including greater depth and access a range of moderation opportunities throughout the year.</p> <p>~Review and embed effective marking policy with regular monitoring to ensure high quality feedback is given to pupils to ensure learning is moved forward and accelerated.</p> <p>~Share good practice throughout school.</p> <p>~ Annual licence to use accelerate reading using Lexia, mathletics and abacus.</p>	<p>New assessment framework there has been little CPD on what greater depth looks like therefore we need to access CPD to ensure teachers are planning and assessing accurately challenging more able pupils.</p> <p>Many different evidence sources suggest high quality feedback is an effective way to improve attainment and ensure consistency throughout school.</p>	<p>Courses selected using evidence of effectiveness where appropriate and staff to feedback regularly.</p> <p>Carry out work scrutiny and observations.</p>	HT/ DHT	Termly

Increased attendance rates for pupils eligible for pupil premium.	Subsidise breakfast club Parent support advisor and dedicated member of staff to monitor attendance and meet with parents to develop attendance contracts where necessary. Administrators to follow up on absences particularly no reason absences. Attendance assemblies and rewards where appropriate.	Children who are not attending school regularly are missing out on learning in the classroom and on additional timetabled support.  Government drive on improving attendance with target set at 96%.	Careful monitoring and frequent contact with aims for parent support worker.	HT	Termly
Develop effective parental involvement to support and improve attainment.	Holding meetings with parents to talk about the expectations in each year band. To carry out parent workshops on current developments and learning. New electronic communication system school comms. External literature to parents. Class workshops, involving parents in their child's learning.	Working in partnership with parents. Support parents to enhance aspirations. This will be measured through parent questionnaires, pupil voice questionnaires. Parental engagement in early year's education is consistently associated with children's future academic success (EEFST) as well Government documentation.	Questionnaire responses, attendance to meetings.	SLT	Termly
<b>Total budgeted cost</b>					£81,051
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

Overcome barriers to learning through small group support and targeted intervention.	Targeted TA interventions such as Lego therapy, reading, booster sessions and PSHE sessions.	Children accessing the interventions make better progress narrowing the gap.	Ensure appropriate training for staff. Ensure baseline assessment is completed at the start of each intervention to show the impact which is to be measured at the end of each block of sessions.	DHT's (LW & CH) SENCO (KN)	Termly
<b>Total budgeted cost</b>					£45,669
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
<b>Total budgeted cost</b>					

Review of expenditure					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
<b>ii. Targeted support</b>					

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

### 1. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The Head Teacher, SENDCO, EYFS coordinator along with the PP lead, will continue to robustly track individuals and ensure that the pupil premium costed provision map is updated each term. Groups and individuals will be discussed in detail at termly pupil progress meetings where strategies will be evaluated and next steps agreed. The Governing Body will receive a written report.