



Summary information					
Academic Year	2017/2018	Total PP budget	£125,400	Date of most recent PP Review	September 17
Total number of pupils	215	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Jan 18
				Governor Review	Feb 2018

**Attainment**

% of pupils reaching expected standard at the end of EYFS	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	67%	78%	77%
% of children reaching at least expected in writing	58%	74%	73%
% of children reaching at least expected in maths	75%	83%	79%

% of pupils reaching expected standard at the end of key stage 1	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	85%	82%	76%
% of children reaching at least expected in writing	85%	82%	68%
% of children reaching at least expected in maths	85%	82%	75%

Phonics Screening Year 1	50%	47%	81%
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% of pupils reaching expected standard at the end of key stage 2	Pupils Eligible for PP (our school)	All Pupils	All Pupils National Benchmark
% of children reaching at least expected in reading	100%	100%	71%
% of children reaching at least expected in writing	88%	95%	76%
% of children reaching at least expected in maths	100%	100%	75%

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

**In-school barriers**

<b>A.</b>	Many pupils in Early Years start school with poor language and communication skills. Language development must be a key priority in the early years.	
<b>B.</b>	Too few pupils achieve a good level of development in phonics by the end of year 1.	
<b>C.</b>	To achieve higher levels of attainment in pupil writing in KS2.	
<b>External barriers</b>		
<b>D.</b>	A number of children eligible for pupil premium (11.5%) are impacted by family issues requiring support from Social Care Teams at TAF or above	
<b>E.</b>	Attendance rates for pupil premium children are 93.1% which is below pupils' non eligible pupils at 95.8% and all pupils at 94.1%. Currently the attendance target for all children of 96%. Non-attendance reduces children's school hours and impacts on attainment and achievement.	
<b>Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	To improve communication and language skills for children in EYFS.	~Pupils eligible for PP will make good progress with language development so that they will achieve age related expectations. ~Those children who are identified to have additional need will be identified quickly using outside agencies where appropriate. ~Parents undertaking peeps sessions.
<b>B</b>	A greater number of pupils will pass the screening test at the end of Year 1 in 2018 meeting the national benchmark of 81%.	~Pupils eligible for PP will make good or outstanding progress from their low starting points and are reaching age related expectations at the end of Year 1.
<b>C</b>	Proportion of pupils reaching the expected level in writing will continue to be in excess of the national average but will be equal to all pupils.	~Increased number of pupil premium pupils are working at age-related expectations in writing in KS2. ~Higher rates of progress across key stage 2 for pupils eligible for pupil premium evident through tracking and pupil progress meetings. ~ More able PP pupils achieve expected level at the end of key stage 2.
<b>D</b>	To ensure pupils whose families are requiring support through care teams have their individual needs met.	~Individual plans where appropriate. ~External support accessed and interventions implemented where appropriate.
<b>E</b>	Increased attendance rates for pupils eligible for pupil premium.	~ Overall PP attendance to improve from 93.1% to 96% in line with 'other' pupils.

<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>

<p>To improve communication and language skills for children in EYFS.</p>	<p>Identified parents and children to attend the Peeps session specifically aiming to support early language development.</p>	<p>Many of our pupils enter school with a very limited range of speaking and listening skills. We want to develop a language rich environment and support/empower parents to do so at home through peeps workshops.</p> <p>Developing language and communication skills early ensures that pupils are ready to learn. In Nursery this will start with emphasis on early literacy skills including speaking and listening skills, rhyming, and phonics.</p>	<p>Monitoring and evaluations of sessions.</p> <p>Evidence through initial and final assessment data.</p> <p>Parent evaluations.</p> <p>Internal pupil progress data.</p>	<p>Nursery Teacher and DHT</p>	<p>Spring Term</p>
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<p>A greater number of pupils will pass the screening test at the end of Year 1 in 2018 meeting the national benchmark of 81%.</p>	<p>~Increased monitoring of the teaching of phonics to identify areas to develop Half termly.  ~Staff audits and provision audits.  ~Agreed action plans and timelines.  ~Staff training/inset planning, delivering and assessment.  ~Intervention in place and provisions made for children who are identified early with requiring additional support.  ~Additional resources purchased to support identified areas such as phonic reading books.  ~Implement new tracking systems and frequently monitor pupil progress.  ~Interventions reviewed after 6 weeks to analyse effectiveness.</p>	<p>~Earlier identification and timely, effective interventions   ~Phonic reading schemes are effective to develop early reading skills as evident in changes to our EYFS last year.</p>	<p>Use twilight and inset days where appropriate as well as support from the council to deliver effective CPD for addressing specific learning difficulties relating to phonics and spelling.   Increased monitoring using a range of evidence to support judgments of effectiveness including: reading with children, lesson observations, pupil progress meetings, moderation learning walks and evidence in books.</p>	<p>HT/ English Lead Assessment co-ordinator</p>	<p>Beginning Autumn term</p>
<p>Proportion of pupils reaching the expected level in writing will continue to be in excess of the national average but will be equal to all pupils.</p>	<p>~Staff to attend a range of moderation opportunities both internal and external throughout the year.  ~Interventions to be implemented quickly and monitor to ensure quality and impact.  ~Monitoring to ensure high quality feedback is given to pupils to ensure learning is moved forward and accelerated.  ~Greater emphasis given in every year group for editing and improving their own work.  ~Share good practice throughout school.</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.   Carry out work scrutiny and observations (joint).   External and internal moderations.</p>	<p>HT/ DHT</p>	<p>Termly</p>

<p>Increased attendance rates for pupils eligible for pupil premium.</p>	<p>Subsidise breakfast club 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. Review and update policy including parent contracts and fines where appropriate. Use of external companies.</p>	<p>Children who are not attending school regularly are missing out on learning in the classroom and on additional timetabled support.</p> <p>Government drive on improving attendance with target set at 96%.</p>	<p>Careful monitoring and frequent contact with aims for parent support worker.</p>	<p>HT</p>	<p>Termly</p>
<p>Develop effective parental involvement to support and improve attainment.</p>	<p>Holding meetings with parents to talk about the expectations in each year band. To carry out parent workshops on current developments and learning. Electronic communication system school comms. External literature to parents. Class workshops, involving parents in their child's learning including end of year expectations and statutory assessments.</p>	<p>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.</p>	<p>Questionnaire responses, attendance to meetings.</p>	<p>SLT</p>	<p>Termly</p>
<p><b>ii. Targeted support</b></p>					

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
Overcome barriers to learning through small group support and targeted intervention.	Targeted TA interventions such as Lego therapy, phonics, writing, maths, reading, booster sessions and PSHE sessions. Specific training on using phonics tracker and measuring impact and effectiveness.	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. Staff performance management.	DHT's (LW & CH) SENCO (KN)	Termly
<b>Total budgeted cost</b>					£125,40