



## PUPIL PREMIUM IMPACT REPORT 2017 – 2018

The [pupil premium grant](#) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

### Pupil Premium Headline Data Breakdown 2016/2017

School	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
30 / 247 12.1%	3 / 31 9.7%	1 / 49 2%	6 / 43 13.95%	7 / 31 22.6%	6 / 31 19.4%	4 / 30 13.3%	4 / 32 12.5%

### EYFS

Disadvantaged Pupils									
School Disadvantaged 3	100%	Reading	100%	Writing	100%	Number	100%	SSM	100%
Other 28	86.2%	Reading	89.7%	Writing	86.2%	Number	93.1%	SSM	100%
Difference (D/O)	+13.8		+10.3		+13.8		+6.9		0
<ul style="list-style-type: none"> <li>Disadvantaged children (3) have made good progress from starting points to achieve GLD – they are Year 1 ready</li> <li>There is a positive gap in attainment when compared to Other children in the cohort</li> <li><b>Monitor in 2017/2018</b></li> </ul>									

Exceeding Disadvantaged Pupils									
School Disadvantaged 3	Reading	33.3%	Writing	33.3%	Number	33.3%	SSM	33.3%	
School Other 28	Reading	27.6%	Writing	31%	Number	20.7%	SSM	37.9%	
Difference (D/O)		+5.7		+2.3		+12.6		-4.6	
Successes and Next Steps									
<ul style="list-style-type: none"> <li>Disadvantaged children outperform Other children in Reading, Writing and Number but are in line for SSM</li> <li><b>Monitor Disadvantaged performance in 2017/2018 to ensure a positive gap in attainment</b></li> </ul>									

P.P. PROGRESS		MR	SCSA	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	TW	T	EUMM	BI
	Less than																	
	Expected	1 50%	1 50%	1 50%	2 100%	1 50%		2 100%	1 50%	1 50%						1 50%	1 50%	
	More than	1 50%	1 50%	1 50%		1 50%	2 100%		1 50%	1 50%	2 100%	2 100%	2 100%	2 100%	2 100%	1 50%	1 50%	2 100%

## 1 Phonics Screening Check

Year 1 Phonics Disadvantaged Gaps								
Disadvantaged 1	100%	National Disadv	68%	Diff	+32			
Other 48	85.4%	National Other	84%	Diff	+1.4			
Difference (D/O)	+14.6							
Disadvantaged 1	100%							
National Other	84%							
Difference (D/NO)	+16							
Successes and Next Steps								
<ul style="list-style-type: none"> <li>Positive attainment gap between Disadvantaged and Other children but group is only one child</li> <li>Both groups attain better than National averages</li> <li>Disadvantaged pupil attainment is better than National Other</li> <li><b>Monitor Disadvantaged performance in 2017/2018 to ensure a positive gap in attainment</b></li> </ul>								

## Key Stage 1 Attainment

Year 2 Disadvantaged Gaps								
School Disadvantaged 6	Combined	50%	Reading	83%	Writing	67%	Maths	67%
School Other 37	Combined	71.1%	Reading	84%	Writing	76%	Maths	78%
School Difference (D/O)		-21.1		-1%		-9%		-11%
School Disadvantaged 6	Combined	50%	Reading	83%	Writing	67%	Maths	67%
National Disadvantaged	Combined	49.2%	Reading	63%	Writing	54.2%	Maths	62.4%
National Difference (D/D)		+0.8		+20		+12.8		+4.6
School Disadvantaged 6	Combined	50%	Reading	83%	Writing	67%	Maths	67%
National Other	Combined	67.3%	Reading	78.8%	Writing	71.7%	Maths	78.3%
National Difference (D/D)		-17.3		+4.2		-4.7%		-11.3
Successes and Next Steps								
<ul style="list-style-type: none"> <li>Disadvantaged attainment is in line with Other children in school in Reading, Writing and Mathematics</li> <li>Disadvantaged children attain higher than their national counterparts in all key areas</li> <li>Disadvantaged children's attainment is better than National Other in Reading and in line in Writing and Mathematics</li> <li><b>Improve Disadvantaged attainment so that RWM combined is in line with School Other children and National Other children in all key areas</b></li> </ul>								

### Exceeding the expected standard at the end of KS1 – Disadvantaged Gaps

School Disadvantaged 6	Combined	0%	Reading	0%	Writing	0%	Maths	0%
School Other 37	Combined	21.6%	Reading	37.8%	Writing	27%	Maths	29.7%
School Difference (D/O)		-21.6		-37.8		-27		-29.7

#### Successes and Next Steps

- Improve the number of Disadvantaged pupils achieving GDS at the end of KS1 in all key areas

### KS1 Progress (EYFS – KS1)

#### Year 2 Disadvantaged Progress

	Reading			Writing			Maths		
	Less than expected	Expected	More than expected	Less than expected	Expected	More than expected	Less than expected	Expected	More than expected
School Disadvantaged 6		6 100%			5 83%	1 17%	1 17%	5 83%	
School Other 37	3 8%	28 76%	6 16%	2 5%	31 84%	4 11%	5 14%	22 59%	10 27%

### Key Stage 2 Attainment

#### Year 6 Disadvantaged Gaps

Disadvantaged 4	25%	Reading	50%	Writing	75%	Maths	50%	GPS	75%
Other 28	67.9%	Reading	82.1%	Writing	82.1%	Maths	82.1%	GPS	85.7%
School Difference	-42.9		-32.1		-7.1		-32.1		-10.7
School Disadvantaged 4	25%	Reading	50%	Writing	75%	Maths	50%	GPS	75%
National Disadvantaged	46.8%	Reading	59.2%	Writing	65.5%	Maths	62.8%	GPS	65.8%
Difference	-21.8		-9.2		+9.5		-12.8		+9.2
School Disadvantaged 4	25%	Reading	50%	Writing	75%	Maths	50%	GPS	75%
National Other	66.2%	Reading	75.9%	Writing	80.2%	Maths	79.2%	GPS	81%
Difference	-41.2		-25.9		-5.2		-29.2		-6

#### Successes and Next Steps

- School disadvantaged outcomes are in line with their national disadvantaged counterparts
- School Other pupils performance is better than Other pupils nationally in all key areas
- Disadvantaged pupils performance in writing and GPS is in line with National Other pupils
- Narrow the in school gap between School disadvantaged and Other pupils in Reading and Mathematics**
- Improve School Disadvantaged outcomes so that they are at least in line with National Other pupils**

Year 6 Disadvantaged Exceeding									
Disadvantaged 4	25%	Reading	25%	Writing	25%	Maths	25%	GPS	50%
Other 28	7.1%	Reading	25%	Writing	14.3%	Maths	14.3%	GPS	17.9%
School Difference	+17.9		0		+10.7		+10.7		+32.1
School Disadvantaged 4	25%	Reading	25%	Writing	25%	Maths	25%	GPS	50%
National Disadvantaged	3.5%	Reading	14%	Writing	9.8%	Maths	12.5%	GPS	20.3%
Difference	+21.5		+11		+15.2		+12.5		+29.7
School Disadvantaged 4	25%	Reading	25%	Writing	25%	Maths	25%	GPS	50%
National Other	10.5%	Reading	28.4%	Writing	20.5%	Maths	26.3%	GPS	34.7%
Difference	+14.5		-3.4		+4.5		-1.3		+15.3
<b>Successes and Next Steps</b>									
<ul style="list-style-type: none"> <li>Disadvantaged children's attainment is better than or in line with Other children nationally</li> <li>Positive attainment gap between Disadvantaged and School Other at exceeding the expected standard in all key areas</li> <li><b>Improve the number of School Other children achieving the higher scaled score and GDS in writing so that they are in line with national figures and School Disadvantaged counterparts</b></li> </ul>									

Year 6 Scaled Scores						
School Disadvantaged (4)	Reading	103.5	GPS	105.8	Maths	100.3
Other Pupils (28)	Reading	104.8	GPS	105.3	Maths	103.4
Difference		-1.3		+0.5		-3.1
School Disadvantaged (4)	Reading	103.5	GPS	105.8	Maths	100.3
National Disadvantaged	Reading	101.3	GPS	103.5	Maths	101.6
Difference		+2.2		+2.3		-1.3
School Disadvantaged (4)	Reading	103.5	GPS	105.8	Maths	100.3
National Other	Reading	105.1	GPS	106.8	Maths	105.1
Difference		-1.6		-1.0		-4.8
<b>Successes and Next Steps</b>						
<ul style="list-style-type: none"> <li>Disadvantaged pupils scaled score in GPS is above Other children in school</li> <li>Disadvantaged children scaled score is higher than their national counterparts in Reading and GPS</li> <li><b>Improve Disadvantaged group scaled score in Mathematics so that it is less than 2 points difference when compared to National Other and School Other</b></li> </ul>						

## Year 6 Progress Measure

School Disadvantaged (4)	Reading	+0.4	Writing	+1.7	Maths	-2.7
Other Pupils (28)	Reading	-0.2	Writing	-0.2	Maths	-1.4
Difference		+0.6		+1.9		-1.3
School Disadvantaged (4)	Reading	+0.4	Writing	+1.7	Maths	-2.7
National Disadvantaged	Reading	-0.8	Writing	-0.4	Maths	-0.7
Difference		+1.2		+2.1		-2.0
School Disadvantaged (4)	Reading	+0.4	Writing	+1.7	Maths	-2.7
National Other	Reading	0.3	Writing	0.1	Maths	0.2
Difference		+0.1		+1.6		-2.5

### Successes and Next Steps

- School disadvantaged children make more progress in Reading and Writing than School Other children
- School disadvantaged outperform Other children nationally in Reading and Writing
- **Narrow the gap in Mathematics for Disadvantaged children so that it is in line with Other children in school and nationally**
- **Improve the attainment of school Other children so that progress is inline or better than national counterparts**

**Internal Data (Y1, Y3, Y4 and Y5)**

<b>Y1 READING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (1)										<b>1</b>	<b>100%</b>
Pupil Premium Progress		None	<b>0</b>	Less than expected		Expected		More than expected	<b>1</b>	<b>100%</b>	
Other (48)		<b>2</b>	<b>4.2%</b>	<b>10</b>	<b>20.8%</b>	<b>20</b>	<b>41.7%</b>	<b>4</b>	<b>8.3%</b>	<b>12</b>	<b>25%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>10</b> <b>20.8%</b>	Expected	<b>33</b> <b>68.8%</b>	More than expected	<b>5</b> <b>10.4%</b>		

<b>Y1 WRITING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (1)										<b>1</b>	<b>100%</b>
Pupil Premium Progress		None	<b>0</b>	Less than expected		Expected		More than expected	<b>1</b>	<b>100%</b>	
Other (48)		<b>4</b>	<b>8.3%</b>	<b>7</b>	<b>14.6%</b>	<b>20</b>	<b>41.7%</b>	<b>12</b>	<b>25%</b>	<b>5</b>	<b>10.4%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>10</b> <b>20.8%</b>	Expected	<b>30</b> <b>62.5%</b>	More than expected	<b>8</b> <b>16.7%</b>		

<b>Y1 MATHS</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (1)										<b>1</b>	<b>100%</b>
Pupil Premium Progress		None	<b>0</b>	Less than expected		Expected		More than expected	<b>1</b>	<b>100%</b>	
Other (48)		<b>2</b>	<b>4.2%</b>	<b>10</b>	<b>20.8%</b>	<b>20</b>	<b>41.7%</b>	<b>4</b>	<b>8.3%</b>	<b>12</b>	<b>25%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>10</b> <b>20.8%</b>	Expected	<b>21</b> <b>43.8%</b>	More than expected	<b>17</b> <b>35.4%</b>		

<b>Y3 READING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (7)		<b>2</b>	<b>28.6%</b>	<b>2</b>	<b>28.6%</b>	<b>3</b>	<b>42.9%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>14.3%</b>	Expected	<b>5</b> <b>71.4%</b>	More than expected	<b>1</b> <b>14.3%</b>		
Other (24)		<b>3</b>	<b>12.5%</b>	<b>4</b>	<b>11.8%</b>	<b>13</b>	<b>54.2%</b>	<b>2</b>	<b>8.3%</b>	<b>2</b>	<b>8.3%</b>
Other Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>4.2%</b>	Expected	<b>18</b> <b>75%</b>	More than expected	<b>5</b> <b>20.8%</b>		

<b>Y3 WRITING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (7)		<b>2</b>	<b>28.6%</b>	<b>3</b>	<b>42.9%</b>	<b>2</b>	<b>28.6%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>14.3%</b>	Expected	<b>6</b> <b>85.7%</b>	More than expected	<b>0</b>		
Other (24)		<b>4</b>	<b>16.7%</b>	<b>5</b>	<b>20.8%</b>	<b>13</b>	<b>54.2%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>8.3%</b>
Other Progress	None	<b>0</b>		Less than expected	<b>4</b> <b>16.7%</b>	Expected	<b>14</b> <b>58.3%</b>	More than expected	<b>6</b> <b>25%</b>		

<b>Y3 MATHS</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (7)		<b>3</b>	<b>42.9%</b>	<b>2</b>	<b>28.6%</b>	<b>1</b>	<b>14.3%</b>	<b>1</b>	<b>14.3%</b>		
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>2</b> <b>28.6%</b>	Expected	<b>4</b> <b>57.1%</b>	More than expected	<b>1</b> <b>14.3%</b>		
Other (24)		<b>2</b>	<b>8.3%</b>	<b>9</b>	<b>37.5%</b>	<b>8</b>	<b>33.3%</b>	<b>2</b>	<b>8.3%</b>	<b>3</b>	<b>12.5%</b>
Other Progress	None	<b>0</b>		Less than expected	<b>5</b> <b>20.8%</b>	Expected	<b>13</b> <b>54.2%</b>	More than expected	<b>6</b> <b>25%</b>		

<b>Y4 READING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (6)		<b>1</b>	<b>16.7%</b>	<b>2</b>	<b>33.3%</b>	<b>1</b>	<b>16.7%</b>	<b>2</b>	<b>33.3%</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>2</b> <b>33.3%</b>	Expected	<b>3</b> <b>50%</b>	More than expected	<b>1</b> <b>16.7%</b>		
Other (23)		<b>1</b>	<b>4.3%</b>	<b>3</b>	<b>13%</b>	<b>7</b>	<b>30.4%</b>	<b>12</b>	<b>52.2%</b>	<b>0</b>	<b>0%</b>
Other Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>4.3%</b>	Expected	<b>22</b> <b>95.7%</b>	More than expected	<b>0</b>		

<b>Y4 WRITING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (6)		<b>2</b>	<b>33.3%</b>	<b>1</b>	<b>16.7%</b>	<b>1</b>	<b>16.7%</b>	<b>2</b>	<b>33.3%</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>16.7%</b>	Expected	<b>4</b> <b>66.7%</b>	More than expected	<b>1</b> <b>16.7%</b>		
Other (23)		<b>3</b>	<b>13%</b>	<b>6</b>	<b>26.1%</b>	<b>6</b>	<b>26.1%</b>	<b>8</b>	<b>34.8%</b>	<b>0</b>	<b>0</b>
Other Progress	None	<b>0</b>		Less than expected	<b>5</b> <b>21.7%</b>	Expected	<b>18</b> <b>78.3%</b>	More than expected	<b>0</b>		

<b>Y4 MATHS</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (6)		<b>1</b>	<b>16.7%</b>	<b>1</b>	<b>16.7%</b>	<b>2</b>	<b>33.3%</b>	<b>2</b>	<b>33.3%</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress	None	<b>0</b>		Less than expected	<b>1</b> <b>16.7%</b>	Expected	<b>3</b> <b>50%</b>	More than expected	<b>2</b> <b>33.3%</b>		
Other (23)		<b>4</b>	<b>17.4%</b>	<b>4</b>	<b>17.4%</b>	<b>5</b>	<b>21.7%</b>	<b>7</b>	<b>30.4%</b>	<b>3</b>	<b>13%</b>
Other Progress	None	<b>0</b>		Less than expected	<b>5</b> <b>21.7%</b>	Expected	<b>17</b> <b>73.9%</b>	More than expected	<b>1</b> <b>4.3%</b>		



<b>Y5 READING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (4)		<b>1</b>	<b>25%</b>	<b>1</b>	<b>25%</b>	<b>1</b>	<b>25%</b>	<b>1</b>	<b>25%</b>		
Pupil Premium Progress		None	<b>0</b>	Less than expected	<b>0</b>	Expected	<b>3</b> <b>75%</b>	More than expected	<b>1</b> <b>25%</b>		
Other (26)		<b>2</b>	<b>7.7%</b>	<b>4</b>	<b>15.4%</b>	<b>11</b>	<b>42.3%</b>	<b>8</b>	<b>30.8%</b>	<b>1</b>	<b>3.8%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>3</b> <b>11.5%</b>	Expected	<b>23</b> <b>88.5%</b>	More than expected	<b>0</b>		

<b>Y5 WRITING</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (4)		<b>3</b>	<b>75%</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>25%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress		None	<b>0</b>	Less than expected	<b>0</b>	Expected	<b>4</b> <b>100%</b>	More than expected	<b>0</b>		
Other (26)		<b>3</b>	<b>11.5%</b>	<b>7</b>	<b>26.9%</b>	<b>10</b>	<b>38.5%</b>	<b>4</b>	<b>15.4%</b>	<b>2</b>	<b>7.7%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>1</b> <b>3.8%</b>	Expected	<b>21</b> <b>80.8%</b>	More than expected	<b>4</b> <b>15.4%</b>		

<b>Y5 MATHS</b>		<b>Below</b>		<b>Working Towards</b>		<b>Expected</b>		<b>Above</b>		<b>Well Above</b>	
Pupil Premium (4)		<b>1</b>	<b>25%</b>	<b>2</b>	<b>50%</b>	<b>1</b>	<b>25%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Pupil Premium Progress		None	<b>0</b>	Less than expected	<b>0</b>	Expected	<b>4</b> <b>100%</b>	More than expected	<b>0</b>		
Other (26)		<b>4</b>	<b>15.4%</b>	<b>5</b>	<b>19.2%</b>	<b>5</b>	<b>19.2%</b>	<b>11</b>	<b>42.3%</b>	<b>1</b>	<b>3.8%</b>
Other Progress		None	<b>0</b>	Less than expected	<b>1</b> <b>3.8%</b>	Expected	<b>20</b> <b>76.9%</b>	More than expected	<b>5</b> <b>19.2%</b>		

## Attendance Review 2016/2017

	School Total	Disadvantaged	Other	Difference (Disadvan – Other)
<b>Attendance 2016/2017</b>	<b>96.4%</b> 247 children	<b>95.3%</b> 30 children	<b>96.6%</b> 217 children	<b>-1.3%</b>
2015/2016	95.7%	93.8%	95.8%	<b>-2%</b>
<b>Difference (2016/17 – 2015/16)</b>	<b>+0.7</b>	<b>+1.5</b>	<b>+0.8</b>	<b>+0.7%</b>

### Proposed Funding 2017 / 2018

Timescale	Pupil Premium Funding per child	Proposed PPG Allocation
<b>September 2017 – September 2018</b>	<b>Ever 6 / FSM = £1320</b>	<b>x23 = £30,360</b>
	<b>LAC / Post LAC = £1900</b>	<b>x4 = £7,600</b>
	<b>Military Service = £300</b>	<b>x2 = £600</b>
	<b>Proposed Total PPG</b>	<b>£38,560</b>

School	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>27 / 243</b> 11.1%	<b>0 / 30</b> 0%	<b>3 / 31</b> 9.7%	<b>1 / 49</b> 2%	<b>6 / 43</b> 13.95%	<b>7 / 31</b> 22.6%	<b>6 / 31</b> 19.4%	<b>4 / 30</b> 13.3%

### Areas for development (2017/2018)

#### **Whole School**

- Head, Deputy and Chair Of Governors to complete a Pupil Premium Audit to ascertain pupils' specific needs, improvements in provision and interventions and measure the impact of current ongoing actions
- Utilise the SLT and subject leaders to plan for actions that allow disadvantaged pupils to narrow gaps in the identified areas from the audit (see Developing Excellence Plan 2017 - 2019)
- Utilise SEND specialist to support vulnerable children, remove barriers to learning and engage vulnerable families so that expected progress or better is made in all key areas and attainment gaps narrowed
- Provide each disadvantaged pupil with a key worker to provide pastoral support, promote positive attitudes towards school and remove barriers to learning

#### **EYFS Baseline (0 children)**

- Monitor attainment carefully, identifying potential vulnerable children and intervening to maximise outcomes

#### **Year 1 (3 children)**

- Monitor attainment carefully, identifying potential vulnerable children and intervening to maximise outcomes
- Ensure all 3 children achieve Phonics Screening Check through focused teaching and support

**Proposed spending 2017 - 2018****Year 2 - Key Stage 1 (1 child)**

<b>% At EXS (exit Y1)</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>Disadvantaged (1)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Disadvantaged (1) % at GDS</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

- Ensure expected progress is made to ensure GDS in all key areas by disadvantaged child
- Increase the level of attendance of the disadvantaged child in the cohort

**Year 3 (6 children)**

- Increase numbers of pupils working at age related expectation, especially in Writing and Mathematics so that 100% of disadvantaged children are working at age related expectations
- Accelerate progress so that more disadvantaged children are exceeding age related expectations by the end of the year: 33% Reading; 16.7% Writing and 33% Maths
- Increase the level of attendance of the disadvantaged children in the cohort

**Year 4 (7 children)**

- Improve attainment through quality wave 1 teaching and focused support, especially in Mathematics so that more children are working at age related expectations
- Extra Teaching assistant (3 days a week) to provide focused interventions and learning support to ensure at least expected progress is made

**Year 5 (6 children)**

- Improve attainment through quality wave 1 teaching and focused support (100% below ARE)
- Provide focused support and intervention for multiple needs
- Continue to promote self-esteem and positive attitudes towards school by providing high quality first hand experiences and quality first teaching (Head, Deputy and external providers)
- Accelerate progress so that more disadvantaged children are exceeding age related expectations by the end of the year: 33% Reading; 33% Writing and 33% Maths
- Increase the level of attendance of the disadvantaged children in the cohort

**Year 6 - Key Stage 2 (4 children)**

<b>% At EXS (exit Y5)</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>Disadvantaged (4)</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

- Increase attainment in Reading, Writing and Mathematics through high quality teaching, focused support, intervention and 1:1 tuition
- Continue to promote self-esteem and positive attitudes towards school by providing high quality first hand experiences and quality first teaching (Head, Deputy and external providers)
- Accelerate progress so that more disadvantaged children are exceeding age related expectations by the end of the year: 25% Reading; 25% Writing and 25% Maths

**Proposed Spend 2017-2018**

Areas of Development	Costs	Intended Outcomes
Release Deputy Headteacher, SENCo and extra teaching and learning support in KS1+Y3 to work with identified, vulnerable pupils in school developing basic skills in Reading, Writing, SPaG and Mathematics skills <b>(AMcD, CL, CLM)</b>	<p align="center"><b>£8,000</b></p> <p align="center"><b>£2700</b></p> <p align="center"><b>£3000</b></p>	<ul style="list-style-type: none"> <li>• Y6 Reading 75%, Writing 75%, Maths 75%, SPaG 75% (3/4) at Expected Standard in line with Nat Other</li> <li>• Y2 - Y6 expected progress Reading, Writing, Maths 0+ progress of vulnerable group is better than average (0) <b>KF, LS, LP, RN (4 ch)</b></li> <li>• Y2 Reading 75%, Writing 75%, Maths 75% (3/4) – in line with national other <b>(FT 1 ch)</b></li> <li>• Y2 expected progress from EYFS - Reading 100%, Writing 100%, Maths 100% (4/4) or better <b>(FT 1 ch)</b></li> <li>• Better than expected progress made to narrow attainment gaps in Reading, Writing and Mathematics</li> <li>• Y1 – JL, JC, BA (3 ch)</li> <li>• Y3 – LM, LMH, LJH, EH, BN, SD (6 ch)</li> <li>• Y4 – MB, HD, RF, SJH, MLW, EG - 7 ch</li> <li>• Y5 - CB, CW, EF, RM, WC, GG - 6 ch</li> </ul>
Subsiding trips to enrich the curriculum and provide first hand experiences (full amount) <b>(NR, MR, KA, MG, NB, CL, HSP, LH)</b>	<p align="center"><b>£2000</b></p>	<p><b>(whole school - 27 ch)</b></p> <ul style="list-style-type: none"> <li>• 100% attendance on trips</li> <li>• Increased self-esteem and enjoyment (pupil voice survey)</li> <li>• Engagement in lessons (lesson observations and drop in evidence)</li> <li>• Pride in work – success celebrated and rewarded in school (assembly, stickers, notifications home)</li> </ul>
Residential subsidy of 50% for Y5/6 to Robinwood <b>(LH, KM)</b>	<p align="center"><b>£500</b></p>	<ul style="list-style-type: none"> <li>• Improve attendance of &gt;95% (attendance survey)</li> <li>• A rewarding experience that builds confidence and self-esteem (pupil voice)</li> <li>• Direct impact on progress in class (data analysis) <b>Year 6 (4 pupils) KF, LS, LP, RN</b></li> </ul>
Enrichment experiences provided in school (clubs, visitors) <b>(ALL STAFF)</b>	<p align="center"><b>£1500</b></p>	<p><b>(whole school - 27 ch)</b></p> <ul style="list-style-type: none"> <li>• All PP children to attend an afterschool club</li> <li>• All PP children to represent school in a school competition</li> <li>• Increased self-esteem and enjoyment (pupil voice survey)</li> <li>• Engagement in lessons (lesson observations and drop in evidence)</li> <li>• Pride in work – success celebrated and rewarded in school (assembly, stickers, notifications home)</li> </ul>
ICT Resources (Apps, specific basic skills development) <b>(MR, CL in conjunction with class teachers)</b> <ul style="list-style-type: none"> <li>• Timestables Rockstars</li> <li>• Nessy (reading and writing)</li> <li>• Bedrock Vocabulary</li> <li>• Third Space Learning (maths)</li> <li>• Purple Mash (all areas)</li> <li>• Serial Mash (reading)</li> <li>• Phonics</li> </ul>	<p align="center"><b>£4000</b></p>	<p><b>(whole school - 27ch)</b></p> <ul style="list-style-type: none"> <li>• Direct link to progress and attainment in basic skills (data analysis – positive impact on progress and attainment – an increase in the number of assessment structure statements secured)</li> <li>• Barriers identified and ICT resources used to overcome in specific intervention / support / learning activities – evidence in planning and intervention records</li> </ul>
TA training and development in core skills (equiv. 2 days) <b>(EB, LM, SS, NBr, HE, SR, MH, CW, MK, KM, CM, EC)</b>	<p align="center"><b>£400</b> <b>(£200 x 2 sessions – AG)</b></p>	<p><b>(whole school - 27 ch)</b></p> <ul style="list-style-type: none"> <li>• Improved Teaching and Learning – practice developed and evidenced in lesson observations and drop ins (100% Good or better)</li> <li>• Focused development of key skills linked to cohort needs</li> </ul>

		<ul style="list-style-type: none"> <li>Addressing and removal of barriers to learning</li> <li>All children making expected progress or better in all key areas</li> </ul>
Smaller groupings in EYFS, focused support and intervention in early basic skills (NR – MK/LM / EC) 1 day HLTA	£3,000	<ul style="list-style-type: none"> <li>Potential vulnerable children to make better than expected progress from low starting points to achieve EXS in all key areas</li> <li>GLD 85%+ with all Prime Areas of Learning above 80%</li> </ul>
Smaller groupings in Y4, focused support and intervention in early basic skills (CL / SR / HE) 3 days	£3,000	<ul style="list-style-type: none"> <li>MB, HD, RF, SJH, MLW, EG - 7 ch</li> <li>All children making expected progress or better in key areas</li> <li>5/7 (71.4%) at EXS in Reading, Writing and Mathematics</li> <li>Increase in self-esteem and confidence (pupil voice)</li> </ul>
Reading Rescue intervention for early reading skill development provided to all vulnerable children in EYFS, KS1 and Y3 (MG, MK, LM, EC, EB, NBr, SSt, MH)	£500	<ul style="list-style-type: none"> <li>Accelerated progress made in reading</li> <li>Self-confidence increased (pupil voice)</li> <li>Raised attainment for all children (scaled scores and reading ages tracked)</li> </ul>
Ukulele sessions with Mr Leach	£1,300	<ul style="list-style-type: none"> <li>CB, CW, EF, RM, WC, GG - 6 ch</li> <li>Increased self-esteem and self-confidence (pupil voice)</li> <li>Resilience taught, promoted and developed in a challenging context</li> <li>Improvement in concentration in lessons and test outcomes so that 5/6 (83.3%) Reading and Maths and 4/6 (67%) Writing achieve Expected standard or better by the end of the year</li> </ul>
Individuals accessing specialist support and provision to develop positive attitudes, self-esteem and reduce anxieties	£2000	<ul style="list-style-type: none"> <li>Increased self-esteem and attitudes towards school (pupil voice)</li> <li>Barriers to learning addressed and removed (attendance at school 95%+)</li> <li>Improvement to progress so that all children are making better than expected and are closing the attainment gaps</li> <li>Specific issues addressed and children and families supported effectively to reduce anxieties and moments of crisis</li> </ul> <p>(whole school - 27 ch)</p>
SEND specialist to work with vulnerable children and families to address and remove barriers, improve attitudes, attendance and have a positive impact on attainment • HG £150 per half day (every week)	£2,000	<ul style="list-style-type: none"> <li>Support offered to vulnerable children and families</li> <li>Individual issues and barriers to learning addressed</li> <li>Parent forum to offer help and advice</li> <li>100% of vulnerable parents engaged with school</li> <li>Early help provided to support if necessary to remove barriers and issues at home</li> <li>Positive impact on children's attendance (% improvement measured half termly)</li> <li>Positive comments from parents about the level of support and information received to benefit their children (parent view)</li> </ul> <p>Whole school (27 pupils)</p>
Homework Club and access to ICT and adult support (CL + LH)	£1000	<ul style="list-style-type: none"> <li>Identified vulnerable children in KS2 (23 children) attend homework club 100% each week</li> <li>Homework monitored by class teachers – completed or not</li> <li>Direct link to progress and attainment</li> <li>Children happy in school (pupil voice)</li> </ul>
Attendance rewards to promote positive attendance – whole class reward, 3 x 98%+ for the half term and 100% year rewards (ABr + AMcD)	£300	<ul style="list-style-type: none"> <li>Meet attendance target of 95%+ for vulnerable children</li> <li>Increase in the number of children achieving attendance of 98%+ and 100%+</li> <li>Children enjoy coming to school (pupil voice)</li> </ul>

		(Whole school 27 children)
Vulnerable children swimming session (CS + LH)	£300	(Whole school 27 children) <ul style="list-style-type: none"> <li>• Increased self-confidence and self-esteem (pupil voice)</li> <li>• Badges and rewards</li> <li>• 100% attendance from vulnerable pupils</li> <li>• Develop a life skill and water safety</li> </ul>
Guide Dog visits to school (Guide Dog Trust / AB)	£250	(Whole school 27 children) <ul style="list-style-type: none"> <li>• Increased self-confidence and self-esteem (pupil voice)</li> <li>• Promoting reading and self confidence in ability – increase in progress and number working at expected standard</li> <li>• Children enjoy coming to school – positive attendance above 96%</li> </ul>

**Further Strategies without cost to school**

1:1 Tuition for Y6 pupils (All staff)	£0	<ul style="list-style-type: none"> <li>• 100% expected progress made with a progress measure of &lt;0</li> </ul>
Specialist teacher for Y6 Maths and Reading comprehension groups (AB, AMcD – mornings and Wednesday afternoon maths session)	£0	<ul style="list-style-type: none"> <li>• Y6 Reading 75%, Writing 75%, Maths 75%, SPaG 75% (3/4) at expected standard RN, LS, KF, LP</li> </ul>

<b>Proposed PPG received</b>	<b>£38.560</b>
<b>Planned Spending Total</b>	<b>£35,750</b>

Contingency fund	£2810	<ul style="list-style-type: none"> <li>• Future projects / interventions</li> <li>• New children coming in to school</li> <li>• Issues arising mid-year (additional needs in attendance, attitude and attainment)</li> </ul>
Carry forward from 2014-2015	£900	
<b>REMAINING PPG</b>	<b>£3710</b>	