

# PUPIL PREMIUM STRATEGY STATEMENT: ST FAITHS' COFE PRIMARY SCHOOL



*2017 - 2018*

# Pupil Premium Strategy Statement: St Faiths' CofE Primary School

## Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*Source DfE website*

# Pupil Premium Strategy Statement: St Faiths' CofE Primary School

## Principles

At St Faiths' CofE Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

## Pupil Premium Strategy Statement: St Faiths' CofE Primary School

1. Summary information					
School	St Faiths' CofE Primary School				
Academic Year	2017/18	Total PP budget	£35,480	Date of most recent PP Review	October 2017
Total number of pupils	104 Jan. '18 census	Number of pupils eligible for PP	26 (25%) Jan. '18 Census	Date for next internal review of this strategy	September 2018

2. Attainment			
EYFS GLD for: 2016 – 2017	All Pupils (our school/national average)	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school/national average)
% achieving EYFS GLD	69% / 71%	50% / 56%	-
Year 1 Phonics for: 2016 – 2017	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving Year 1 Phonics Screening	81% / 81%	100% / 84%	77% / 84%
KS1 Attainment for: 2016 – 2017	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving expected standard in reading, writing and maths	64% / 64%	100% / 50%	
% achieving expected standard in reading	86% / 76%	100% / 63%	78% / 79%
% achieving expected standard in writing	79% / 68%	100% / 55%	78% / 72%
% achieving expected standard in maths	64% / 75%	100% / 63%	56% / 79%
KS2 Attainment for: 2016 – 2017	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving expected standard in reading, writing and maths	50% / 61%	50% / 47%	50% / 67%
% achieving expected standard in reading	63% / 71%	50% / 60%	66% / 77%

% achieving expected standard in writing	63% / 76%	50% / 65%	69% / 81%
% achieving expected standard in maths	75% / 75%	50% / 63%	62% / 80%

3. Progress			
Progress for: 2016 – 2017 (2/8 pupils)	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% progress in reading	-1.3 / 0	2.1	-2.5 /
% progress in writing	-0.2 / 0	-0.6	0 /
% progress in maths	-1.4 / 0	-0.3	-1.8 /

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>St. Faiths Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
<b>A.</b>	Poor in-year and end of year results (attainment) and therefore related progress for some disadvantaged pupils in reading, writing and maths, especially within KS2 at the end of the last academic year. Progress from end of KS1 results suggest some disadvantaged pupils are not making enough progress. Not all PP children in Reception make sufficient progress
<b>B.</b>	Low sense of self-esteem, self-worth and ambition for some disadvantaged pupils – Often not willing to engage with tasks due to a fear of failing. Low levels of motivation, 'botheredness'
<b>C.</b>	Access to extra-curricular activities – educational experiences such as trips, after-school trips and participation in physical activities
<b>D.</b>	Emotional & Behavioural issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress. Children need to be 'ready to learn' in class (children are in a secure place mentally/emotionally).
<b>E.</b>	Inclusion
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Adult support at home for some disadvantaged pupils and limited access to learning resources at home is having a detrimental impact on their academic progress.
<b>G.</b>	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.
<b>H.</b>	Unsettled home life for some disadvantaged pupils. A 'poor' start for some disadvantaged pupils when they enter reception.
<b>I.</b>	Punctuality: Some disadvantaged pupils are regularly late resulting in an unsettled start and missed learning time.
5. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Higher rates of progress across all years for all pupils eligible for PP; particularly in KS2 Gaps are identified and targeted teaching/intervention improves rates of progress and attainment. Pupils retain and apply mathematics taught and use this base to improve their fluency and problem solving.</p> <p><b>Measured:</b> from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, book scrutinies</p>	<p>Pupils eligible for PP make as much progress as ‘other’ comparable pupils across the key stage in maths and spelling. Measured in Years 1,3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster. End of Key Stage tests and EYFS outcomes Improved spelling in extended writing tasks</p>
<b>B.</b>	<p>Self-esteem and confidence improves due to interventions in school and at home. Success books, PSA and nurture group support improve resilience in children. Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved botheredness: Children motivated in class –they want to challenge themselves.</p> <p><b>Measured:</b> from pupil questionnaires, club attendance registers, Children’s University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Disadvantaged pupils participate more fully in class and school life thereby achieving more in all subjects. Children attend more after-school activities. Children make expected or better attainment and progress and talk with enthusiasm about their academic future.</p>
<b>C.</b>	<p>Access to and participation in extra-curricular activities improved. Increased reading at home and access to math programs in school and at home</p> <p><b>Measured:</b> from pupil questionnaires, club attendance registers, Children’s University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.</p>
<b>D.</b>	<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils can access learning in class because their physiological, safety and esteem needs are met.</p> <p><b>Measured:</b> pupil attainment and progress data, SEND provision documents</p>	<p>Pupils are ready to learn in class without the need for further intervention. Progress and attainment improve as a result.</p>
<b>E.</b>	<p>Inclusion: All disadvantaged pupils are able work in class and participate safely in trips and extra-curricular activities.</p> <p><b>Measured:</b> club lists, SEND provision mapping, PSA reports</p>	<p>Pupils work in class</p>
<b>F.</b>	<p>Adult engagement and support improves at home. Beginning the use of <b>See Saw</b> program in KS2 to improve digital communication with parents. Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming. Support from ‘Strength to Strength’ worker to support children in school and provide links to improve support at home.</p> <p><b>Measured:</b> pupil &amp; parent questionnaires, SEND provision documents, homework records</p>	<p>Children make better progress. Homework is completed Children read regularly at home Improved attainment and progress in all subjects across all year groups.</p>
<b>G.</b>	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Introduction of ‘Let’s Think in English’ program to enrich children’s language and deeper thinking skills. High quality guided reading Develop a more creative and rich curriculum through an ‘enquiry’ approach</p> <p><b>Measured:</b> curriculum maps, INSET training records, HoS reports to governors</p>	<p>Children talk about their future with enthusiasm. Children set/attempt challenging tasks Children speak ambitiously about their future at secondary school and beyond.</p>

<b>H.</b>	High quality EYFS teaching plus intervention so that disadvantaged pupils get the best possible start to school. High quality phonics teaching, interventions and books to support early reading. Rich learning environment and use of strategies such as 'talk for writing' to support language development. <b>Measured:</b> EYFS data, SEND provision documents	EYFS children make good progress and achieve GLD EYFS children make improved progress from starting points
<b>I.</b>	Punctuality	

6. Planned expenditure						
Academic year		17/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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	EEF Impact Months	When will you review implemen- tation?
A, B, G, H	Introduce LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing.	Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.	English lead, HOS, Exec Team	+8	September 2018
	Books used for Guided Reading will continue to be reviewed and replenished ensuring all are high quality children's literature which will both enthral and interest pupils but also give them access to a wide variety of vocabulary. Ensure inclusion of high interest, low reading level books to engage those who find reading challenging and the more reluctant readers.	Small group Guided reading – long term change which will help all pupils with reading comprehension strategies. EEF Toolkit identifies that high quality feedback is effective way to improve attainment. Guided reading enables the teacher to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials.	Curriculum maps will be shared with parents.	PP lead	+5	£1000
	Whole school Reading projects	Reading projects enable the whole school		Parents will be invited to participate in the reading project and to learn alongside their child during school visits.		+3

	<p>continue – to include purchasing good quality literature for children to own their own copy.</p> <p>Books will be celebrated and enjoyed in school.</p> <p>An author will be celebrated and children encouraged to read.</p>	<p>(partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivate children to read for pleasure. Parent participation through these projects is also encouraged.</p> <p>The Literacy Trust research has found that a huge proportion of children do not own books, we use some PP funds to ensure that all our PP children will own at least 4 books by the end of KS2.</p> <p>Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary.</p>				
<b>A, B, H</b>	<p>To deliver intervention groups to boost children in phonics, spelling and maths.</p> <p>Carefully targeted interventions and precision teaching used to support disadvantaged pupils in maths and spelling / phonics.</p> <p>New phonics books purchased to support early reading.</p> <p>Phonics refresher training for selected staff</p> <p>Resources for phonics such as: coloured 'white' boards and overlays have been purchased to support reading</p>	<p>HoS is non-classed based. Teaching time is focused on teaching intervention groups – especially disadvantaged children.</p> <p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress in maths and phonics/spelling</p> <p>Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Phonic lead identified that more good quality phonic reading books were needed to support children in developing early reading.</p> <p>Training will provide fresh ideas and impetus into the whole class teaching of phonics and the quality of interventions. Nebula monitoring has identified that this is an area for improvement.</p> <p>Specific resources have been identified by phonic leader and Sendco that would benefit the teaching and application of phonics</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by English and maths leads and HoS</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions</p>	<p>Executive Deputy</p> <p>Head of School</p> <p>PP lead</p> <p>Phonics Lead</p> <p>English Lead</p>	<p>Between 3-5 months</p> <p>Phonics intervention (+4 months)</p>	<p>September 2018</p> <p><b>£10,000</b></p> <p><b>£300 books</b></p> <p>Training <b>£200</b></p> <p>Phonics resources <b>£200</b></p>
<b>B, C, G</b>	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics.</p> <p>The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some</p>	<p>Governor monitoring.</p> <p>Annual analysis of numbers of children who have taken part in clubs.</p> <p>Staff to talk to children and parents about possible interests</p>	<p>Head of School.</p> <p>PP lead</p>	<p>Up to +4</p>	<p>September 2018</p> <p><b>£2000</b></p>

		<p>instances beyond the school.</p> <p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	<p>and available clubs.</p> <p>Initial letters to include information to parents about available funding.</p> <p>Teachers aware of available funding and can approach parents if appropriate.</p>			
<b>A-I</b>	Families in need of support – Parent Support Advisor; 'Strengthening Families'	To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.	Monitored closely by Heads of School and executive deputy for SEND.		Up to +4	<b>£2,500</b>
<b>B,D</b>	<p>Children with SEMH needs - Support provided through nurture groups</p> <p>Pets as the key</p>	To allow children to overcome anxieties or anger that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.	Monitored closely by Heads of School and executive deputy for SEND.		+4	<b>£4,500</b>

<p><b>A, B, F, G, H</b></p>	<p>Maths weeks to raise the profile of maths and further involve parents.</p> <p>Maths celebration walls.</p> <p>Purchase and use of new maths program to improve engagement at home and in school. (Sumdog)</p> <p>Further improve the quality of feedback in class and written examples in books</p>	<p>Questionnaires and monitoring have identified that pupil's attitudes towards maths could be more positive. By improving 'botheredness – children should take more ownership of their own learning and improve engagement.</p> <p>Set-up Sumdog club including for those with no/limited internet access at home.</p> <p>Feedback from staff and pupils have identified that the current program (Mathletics) has become less popular and usage has decreased at home. By purchasing a new resource that directly appeals to children's interests then engagement and usage should increase.</p> <p>EEF have concluded that digital technology can: provide more effective feedback for example, or enable more helpful representations to be used or simply motivate students to practise more.</p> <p>EEF have identified that feedback studies tend to show very high effects on learning.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire</p> <p>Monitoring by class teachers and math's lead.</p> <p>Monitoring of club registers by HoS</p>	<p>Harnser Maths Leads</p> <p>Nebula Exec-team to monitor</p>	<p>Digital technology: up to 4 months</p> <p>Marking and feedback +8 months</p>	<p>Within school budget</p> <p><b>£285</b></p>
<p><b>A, B, H</b></p>	<p>To deliver intervention groups to boost children working at ARE and higher achievers in addition to standard lessons.</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress. Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Teaching Assistants take small intervention groups to support this. The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the pupils in receipt of PP make good or better progress.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Extra teaching time and preparation time paid for from PP budget.</p> <p>Impact overseen by English and maths leads.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Executive Deputy Heads of School TLR posts</p> <p>PP lead</p>	<p>+3 to +5</p>	<p>September 2018</p> <p><b>£1500</b></p>

<b>A, F, H</b>	Pupil Progress meetings half termly will inform how children are performing.	Children who are not on track to meet their end of year target will gain support from intervention.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.	Heads of School TLR Posts	+3 to +5	September 2018
	Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. The school will subsidise all children to be able to access Children's University.	Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.	Extra teaching time and preparation time paid for from PP budget.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.  Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.	PP lead	+2	<b>£850</b>
<b>A, H</b>	Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.	Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children's learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.	SLT	+8	Termly No cost
<b>A-I</b>	Topics at school will interest all children. They will include WOW days and exciting activities and trips throughout each term.  Enquiry Curriculum introduced.	When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.	Curriculum will be shared with parents and the weekly newsletter will be used to give additional information to parents and families.	Subject leads.		£500
<b>Total budgeted cost</b>						<b>£24,335</b>
<b>ii. Targeted support</b>						

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Executive Deputy for SEND	EEF Impact Months	When will you review implementation?
<b>A-I</b>	<p>Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Speech and language support</p> <p>HoS is non-class based in order to focus on interventions and small-group teaching</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>Behaviour – particularly those with specific emotional and social difficulties has improved.</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.</p>	<p>SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.</p> <p>Pupil and Parent views.</p>	<p>Head of School SEND Lead</p> <p>PP Lead</p>	<p>+4</p> <p>+3</p>	<p>September 2018</p> <p><b>£10,000</b></p>
<b>A-I</b>	Organise and run a breakfast club	<p>Breakfast club aims to settle children in the morning so that they can have a calm start to the day.</p> <p>Behaviour targets for the day are set and an overall positive atmosphere is created</p>	SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors	HoS		<b>£170</b>
<b>A-I</b>	Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Engage with parents and pupils to fully explain PATHs approach.</p> <p>Communicate effectively with Healthy School Colleagues to update training and provide INSET and complete impact questionnaire.</p>	SEND/PS HE lead. Work in partnership with Norfolk Healthy Schools Team.	+4	<p>September 2018</p> <p><b>£350</b></p>

<b>C</b>	1:1 support where necessary to enable all children to access the curriculum and after-school provision	See above		Head of School.	+5	<b>£500</b>
<b>C, G</b>	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.	Executive Headteacher with Executive Deputy for School Improvement	+4	September 2018  <b>Within budget</b>
<b>A</b>	Higher rates of progress across the school for pupils eligible for PP; particularly in mathematics.	Regular small group sessions with an experienced member of staff in addition to standard lessons.	We will provide extra support to improve attainment for pupils in receipt of PP. Small groups with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.	Executive Deputy and Heads of School.  PP lead	+3 to +5	<b>Within budget</b>
<b>I</b>	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	NfER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost
<b>Total budgeted cost</b>						<b>£11,020</b>
<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>impleme ntation?</b>
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	Small village school and open and good relationships with parents and adults.  On admission to school.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially disadvantaged at the earliest point possible to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.	Monitoring by HoS	Head of School		September 2018  <b>Within school budget</b>
<b>Total budgeted cost</b>						<b>35,355</b>

**Review of expenditure of 16 / 17 below:**

Review of Expenditure				
Academic year		16/17		
iv. Quality of teaching for all				
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
Access to extra-curricular activities – educational experiences such as trips and participation on physical activities  Curriculum weeks and visitors to school	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.	Need to continue to promote that the visits and activities are subsidised and offer payment plans.  Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.	£1,500

Money towards additional adults in class across the school in order to deliver interventions and provide targeted support	To deliver interventions tuition to boost children working	<p>The number of PP children was relatively small and the results of such a small cohort must therefore be treated with caution.</p> <p>100% of Year 1 disadvantaged children passed the phonics screening check</p> <p>100% of disadvantaged children achieved expected in reading, writing and Spelling, Punctuation and Grammar at KS1</p> <p>50% of PP achieved expected in RWM at KS2 while 50% achieved GLD at the end of reception</p>	Increase small group interventions by HoS	<b>£9,700</b>
<p>Access to extra-curricular activities – educational experiences such as trips and participation on physical activities</p> <p>Curriculum weeks and visitors to school</p> <p>Inclusion</p>	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p>	<p>High.</p> <p>Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.</p> <p>Minibus maintained and additional drivers trained or used to</p>	<p>Need to continue to promote that the visits and activities are subsidised and offer payment plans.</p> <p>Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.</p>	<b>£1,500</b>
<b>v. Targeted support</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>

<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD.</p> <p>Drawing Therapy Art Therapy The Benjamin Foundation.</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children's ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p>	<p>Necessary to continue with this approach, particularly with some pupils in 2017 – 2018.</p> <p>Necessary to extend provision to include additional support for vulnerable families; some funds will be used to employ a PSA in 2017 – 2018.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p>	<p><b>£5200</b></p>
	<p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p>	<p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p>	<p>Continue to strength PATHs across the entire school and day</p>	<p><b>£750</b></p>
	<p>Nurture Groups</p> <p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>As above</p> <p>Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.</p>	<p>Review of last year's project identified this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness 'to have a go'.</p>	<p><b>£3,000</b></p>
				<p>Within current staffing</p>

<b>Improve attendance</b>	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PSA will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	Attendance overall is at the national average.	Continue to ensure attendance is monitored half termly and any absence addressed immediately.	Termly. No additional cost
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#### vi. Other approaches

<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>21,650</b>

#### 7. Additional detail – Pupil Voice

The views of the pupils are also sought where possible when reviewing the provision provided.. Skillforce and the Benjamin Foundation also do questionnaires to gauge the impact of their work and to access the pupil voice. Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings.