

1. Summary information				
Academic Year	2016/2017	Total PP budget	£284,960	
Total number of pupils	736	Number of pupils eligible for PP	177	

2. Current attainment
See current pupil premium tracking

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Historical poor quality teaching has led to gaps in learning and misconceptions
B.	Poor attendance
C.	Children entering Nursery and Reception with poor oral language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupil premium children are currently below the school target of 96%. Pupil premium children also arrive at school late when compared to arrival of non-pupil premium children
E.	Parental links/support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress and attainment for pupil premium children	All teaching is at least consistently good. Children have daily quality first teaching Gaps in learning and misconceptions addressed
B.	Increased attendance rates for pupil premium children	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to at least 96%.
C.	Improve oral language skills for children in EYFS	Children make rapid progress across EYFS and are able to meet age related expectations at the end of Reception
D.	Improve progress and outcomes for more able pupil premium children	Pupils eligible for pupil premium identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, Y4, 5 and 6 by teacher assessments and successful moderation practices.

E.	Equipping parents to effectively support children	Improved attendance at parents meetings Family learning opportunities support teaching and learning
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5. Planned expenditure

Academic year	2016-2017
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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	When will you review implementation?
Improved progress and attainment for pupil premium children	Staff training on high quality feedback Staff training on effective assessment for learning	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Use PDMs to deliver training. Training by both internal and external colleagues. Support from Teaching School Peer observation of colleagues who implement training effectively to cascade good practice across the school. Lessons from training embedded in school feedback policy.	MiW	Termly reviews
Improved progress and attainment for pupil premium children	AHTs to support colleagues in delivering teaching and learning which is consistently good	Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment.	Clear monitoring and evaluation of colleagues by AHTs leads to specific actions for improvement. AHTs plans are monitored by HT/DHT. AHTs provide regular support and expertise to colleagues Regular reviews to ensure that teaching is improving	EW	Termly reviews
Improved progress and attainment for pupil premium children	Qualified experienced teacher to teach key pupil premium children and work alongside the teacher accelerate the progress of children	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 and the EEF Toolkit. This method will not only improve outcomes for children but will work as staff development for the teacher ensuring that long term sustainable gains are made.	All teachers to be managed and supported through effective performance management. Team leaders and Phase leaders work together for greater accountability.	EW/MW	Termly reviews

Improved progress and attainment for more able children	CPD on providing more challenge and stretch for more able pupils	We want to ensure that pupil premium pupils can achieve high attainment as well as simply 'meeting expected standards'. We want teachers to successfully provide stretch and encouragement for these pupils.	Use of PDMs to deliver staff training Planning to reflect training and needs of more able children met. Monitoring of staff use of directed time to impact on outcomes for more able pupil premium children	AHTs/DHT	June 2017
Total budgeted cost					155,000
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?
Improve oral language skills for children in the EYFS	Support staff to deliver Wellcomm intervention Support staff to deliver specific speech and language programmes	Some of the children need targeted support and additional intervention in order to catch up and fully prepare them to access the next stage in learning.	EYFS AHT to monitor and evaluate the intervention programme regularly ensuring the groups meet needs. SENCo to monitor and evaluate the speech and language provision delivered in school meets advice and guidelines from external agencies.	RM/LW DT	June 2017
Improved progress and attainment for more able children	Weekly small group sessions in English/ maths for high-attaining pupils with experienced teacher.	We want to provide extra support to promote and 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 and the EEF Toolkit.	Impact to be overseen by DHT	AO	May 2017
Improved progress and attainment for pupil premium children	1:1 10 week programmes for targeted children with an experienced teacher.	EEF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress, especially when this is with highly qualified staff.	Impact to be overseen by DHT. Plans to be delivered after consultation with classteacher to ensure gaps in learning are addressed.	SJB	May 2017
Total budgeted cost					£64,000
iii. Other approaches					
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?

<p>Increased attendance rates</p>	<p>Admin staff with a specific responsibility for monitoring pupils and following up quickly on absences. First day response provision.</p> <p>Rewards and incentives for attendance and punctuality</p> <p>Toast club</p> <p>Support plans for parents who struggle to get their children to school</p> <p>Close working with attendance and prosecution services</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of SLT and Admin team about existing absence issues. Collaboration and strategic working to ensure new provision and standard school processes work smoothly together.</p>	<p>EW</p>	<p>May 2017</p>
<p>Equipping parents to effectively support children</p>	<p>Use of learning mentor to engage with parents and children who appear disaffected or have barriers to learning.</p> <p>Workshops and meetings to promote and support family learning</p>	<p>The EEF Toolkit suggests that targeted interventions/support matched to specific children with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor attitudes to learning, progress and attainment.</p>	<p>MiW MR/JG</p>	<p>June 2017</p>
<p>Increased attendance rates</p> <p>Improved progress and attainment for pupil premium children</p>	<p>Supplementing trips and extra-curricular activities to improve motivation and attendance.</p> <p>Provide children with a variety of different experiences to stimulate learning and further develop aspirations.</p> <p>Provide children with a range of experiences to develop language and learning.</p>	<p>This will provide pupil premium children with additional new and exciting learning and social experiences which they might not have the opportunity to participate in due to cost.</p>	<p>Monitor confidence and attitudes to learning, progress and attainment.</p>	<p>EW</p>	<p>June 2017</p>

<p>Improved progress and attainment for pupil premium children</p> <p>Equipping parents to effectively support children</p>	<p>Use of digital technologies (Lexia, My maths, Bug Club) to support learning both at school and at home</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Evidence suggests that technology should be used to supplement other teaching.</p>	<p>Training for staff in using the relevant programmes.</p> <p>Support and training for parents and children in how to make the best use of technology at home.</p> <p>AHTs to monitor use and impact within their phase.</p>	<p>All CTs</p>	<p>April 2017</p>
Total budgeted cost					<p>£76,250</p>