

Lakeside Primary School Pupil Premium Strategy Statement 2017-18

Summer Term Evaluation

Principles for use of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups and to ensure that the needs of socially disadvantaged pupils are addressed.
- In so doing, we recognise that there are socially disadvantaged and vulnerable pupils who do not qualify or register for free school meals. We also recognise that some pupils who have been eligible for free school meals within the last 6 years, may not be socially disadvantaged.
- We therefore allocate Pupil Premium funding to support any pupil or group of pupils that the school has legitimately identified as being socially disadvantaged or in need of additional support.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Allocation will also reflect impact research including reported findings by the Education Endowment Fund (Sutton Trust) and Ofsted

Objectives in spending PPG:

- To continue to diminish the gap in attainment between Pupil Premium and Non Pupil Premium pupils in Reading, Writing and Maths across the school.
- To ensure there is no significant difference in progress made between SEND, FSM and vulnerable pupils and cohorts and to accelerate the progress of these children to narrow the gap in attainment.
- To secure consistently good or outstanding teaching and learning, with appropriate emphasis on accelerating learning of FSM/SEND/PP and other vulnerable pupils, particularly boys.

1. Summary information					
School	Lakeside Primary School				
Academic Year	2017-18	Total PP budget	£180,840	Date of most recent PP Review	Summer 2017

Total number of pupils	378	Number of pupils eligible for PP	137	Date for next internal review of this strategy	Termly Autumn 2017
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2. Current attainment – Provisional unvalidated data based FSM							
	<i>Pupils eligible for PP (your school) (Unvalidated FSM – KS1)</i>			<i>All Pupils (national average)</i>			
EYFS - % reaching Good Level of Development 2016-17	Sch 37%	LA 53%		Sch 59%	LA 71%	NA 71%	
KS1 - % Reaching Expected Standard 2016-17	Sch	LA	Diff	Sch	LA	NA	Diff - NA
Reading	45%	58%	-13%	63%	72%	76%	-13%
Writing	45%	50%	-5%	56%	66%	68%	-12%
Maths	55%	60%	-5%	65%	74%	75%	-10%
KS2 - % Reaching Expected Standard 2016-17	Sch	LA	Diff	Sch	LA	NA	Diff - NA
Reading	59%	45%	+14%	57%	63%	71%	-14%
Writing	77%	55%	+22%	73%	73%	76%	-3%
Maths	64%	50%	+14%	64%	69%	75%	-9%
EGPS	64%	52%	+12%	59%	71%	77%	-18%
RWM	50%	33%	+17%	45%	53%	61%	-16%
KS2 – Progress 2016-17							
Reading			-0.68				-0.54
Writing			+4.05				+2.37
Maths			-0.26				-0.7

Whole school average progress 2016-17 based on school tracking. Reading Writing Maths EGPS	PP		Non PP	
	Expected	Exp +	Expected	Exp +
	83%	43%	81%	39%
	86%	44%	83%	40%
	77%	45%	81%	42%
85%	66%	83%	62%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Slower progress and significant attainment gaps between disadvantaged and non-disadvantaged pupils in the EYFS, requiring a 2017-18 focus in EYFS and Year 1. A significant percentage of children have poor communication and language skills.
B.	The widest attainment gaps are in Y2, Y3, Y4, and Y5 therefore 2017/18 Pupil Premium spending will aim to diminish these differences. Some slower progress in 2016-17 by pupils who are eligible for PP in Y2 and Y4 demands targeted support in 2017/18 in Y3 and Y5. There is a high correlation between PP and SEN pupils in these year groups. The vast majority of these pupils are also boys.
C.	School attainment data and progress data indicates wider gaps between those eligible for PP and other pupils in reading in KS1 and in reading writing and maths in Key Stage 2 with some in class variation. These are therefore targeted areas for use of PP funding.
D.	Emotional issues for a proportion of pupils (majority eligible for PP) have detrimental effects on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Absence and persistent absence rates for all pupils and pupils eligible for PP are higher than the national average.
F.	Free school meals entitlement in the EYFS and KS1 means that some families do not register their Pupil Premium entitlement.
G.	Some families and pupils (many eligible for PP) require additional support to develop coping strategies and improve overall engagement with school.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Higher rates of progress across KS2 for pupils eligible for PP particularly in Y1, Y3 and Y5 and for SEN pupils and boys.	<p>Pupils eligible for PP make similar to or better progress than 'other' pupils, particularly in Y1, Y3 & Y5. <i>Achieved – whole school, Y1, Y5 and Y3 in writing. Slower PP progress in Y3 – Wtg/maths</i></p> <p>To sustain 2016/17 improvements in performance of SEN pupils and secure further improvement in Y4. <i>Achieved</i></p> <p>Further improve progress of boys to diminish gender differences. (including those in receipt of PP). <i>Progress of boys has improved on 2016-17 academic year and was stronger than girls in reading. Expected progress was similar in writing and maths with more boys making accelerated progress in both subjects.</i></p>
B.	Rates of progress by PP pupils in reading in KS1 and in reading, writing and maths in KS2 are improved and in school and national attainment gaps are diminished.	<p>Pupils eligible for PP make similar or better progress as 'other' pupils, across Key Stages 1 & 2 in reading, maths and writing. <i>Achieved based on in house teacher assessment.</i> Measured by teacher assessments, in house/cross school moderation and end of key stage tests and benchmarking against national data.</p> <p>School data and pupil progress meetings will identify improvements in performance of boys (including those in receipt of PP). <i>Progress of boys has improved on 2016-17 academic year and was stronger than girls in reading. Expected progress was similar in writing and maths with more boys making accelerated progress in both subjects.</i></p>
C.	Targetted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.	Fewer crisis or behaviour incidents recorded for these pupils on the school system.
D.	Attendance and persistence absence rates for all pupils and PP .pupils are improved with positive impact on accelerated progress.	Reduce the number of persistent absentees among pupils eligible for PP to NA or below. Overall PP attendance improves to bring it into line with 'other' pupils/national averages..

E.	All entitled families register pupil premium entitlement therefore pupil premium funding reflects all pupils with eligibility.	Pupil premium funding is maximised and used to improve outcomes for pupils in school .
F.	Families are supported and better able to meet children's needs and support their learning. Families have positive relationships with school.	Identified families engage with PSA/Inclusion team and offer of support. This has positive impact on:- Attendance Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework

5. Planned expenditure					
Academic year	2017/18				
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					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Funding for attendance initiatives	£750	Range of graduated termly rewards for children with attendance of 98% to	School has seen historical improvement in attendance and reduction of PA. However, it	<ul style="list-style-type: none"> Attendance of all pupils is in line with NA – 2016 - 17 Attendance of PP pupils is in 	Weekly monitoring of attendance and lates. Three weekly

R Stringer – Attendance Officer	£7179 (see below)	100%. Fund short term “Attendance Challenge” rewards. Fund PA “Passport” incentive. Target lower attendance on EYFS with rewards scheme. Commission events to promote attendance eg LA “Sam and Sammie” FPNs for term time holidays	remains an ongoing challenge. Attendance Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Maintain high profile of good attendance	line with or better than non PP pupils and NA. <ul style="list-style-type: none"> PA data is in line with NA. % of PP with PA reduces so that it is at least in line with LA/national averages. % of pupils who are late reduces further. Differential between attendance in F2 and other year groups narrows. 	attendance meetings (Attendance Officer and PSA) SLT monitoring CPOMS Half termly analysis - whole school and pupil group attendance data Monitoring of “lates”. Historical and benchmark data analysis.
Evaluation of Impact Summer Term	<ul style="list-style-type: none"> Attendance for 2017-18 is 94.56%. This is similar to 2016-17. PP attendance 2017-18 - 93.57% Non PP – 95.13%. This is similar to 2016-17. PA for 2017 - 2018 is 15.36%. This is higher than 2016-17. 28% of PA children have taken an unauthorised holiday, 20% are due to illness or medical causes and 49% are unauthorised absences or illnesses. 4% of persistent absentees resulted from welfare or social care interventions. New arrivals particularly from Czech, Latvian and Slovak communities and mobility have impacted on PA. 				
Talk 4 Writing Project	£6250 (2 years)	Pie Corbett Whole School T 4 W Development Project – Year 2	Year 1 of project has impacted positively on PP progress. Attainment differences for PP pupils and boys remain and are wider in writing than in other subjects in some year groups (Y4 & Y5). Writing outcomes are lower than other subjects in most year groups. Project will fully embed T 4 W strategies introduced 2015/16 with all staff to maximise impact/pupil outcomes in writing.	<ul style="list-style-type: none"> All pupils, including PP pupils make progress in line with SDP targets/PM targets in writing Progress of PP pupils will exceed non PP pupils in writing Attainment gaps between PP and non PP pupils will narrow in writing Attainment gap between writing and other subjects will narrow. 	Termly data tracking Book scrutiny Termly teaching observations-teaching and support staff PM reviews Pupil interviews Termly update of teaching profile.
Evaluation of Impact	<ul style="list-style-type: none"> Percentage of PP pupils making expected progress was 12% higher than Autumn Term and 6% higher than for the same period last 				

<p>Summer Term</p>	<p>year. Expected progress was 7% higher than non PP pupils across the school and was stronger in all year groups except Y3 which has specific cohort characteristics.</p> <ul style="list-style-type: none"> The percentage making accelerated progress was 15% higher than for non PP pupils using progress data based on individual pupil flight paths which already incorporates additional challenge for many PP pupils to close attainment gaps. <table border="0" data-bbox="517 328 1099 419"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Expected progress</td> <td>92%</td> <td>85%</td> </tr> <tr> <td>Expected + progress</td> <td>38%</td> <td>23%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Average progress for PP children across Y1-6 has accelerated by 6% in writing compared to the 2016-17 academic year Progress of pupil premium pupils in target year groups was stronger than for non PP in Y1 & Y5 where 48% of PP pupils made accelerated progress. It was slower in Y3 due to inclusion of pupils with SEND, PA and welfare concerns. Progress of PP pupils in the EYFS was stronger than for non PP pupils in writing. Attainment was lower. Attainment of PP pupils in writing was 8% higher in Y2 and 2% higher in Y3 where gaps have been closed. It is lower in all other year groups, although the gap has narrowed by 9% in Y4 and by 19% in Y6 since the Autumn Term. <p>The 2018-19 Strategy will continue to focus on diminishing differences in writing, particularly for the F2 cohort moving into Y1, the Y1 cohort moving into Y2, the Y4 cohort moving into Y5 and the Y5 cohort moving into Y6.</p>						PP	Non PP	Expected progress	92%	85%	Expected + progress	38%	23%
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<p>Embedding deepening/Mastery approach in Maths</p>	<p>£2000</p> <p>£1000</p>	<p>Participation in Maths Hub Working Group – 2 teachers Y1 & Y5.</p> <p>Further whole school consultant training – Inspire Maths consultant</p>	<p>Introduction of Inspire Maths has contributed to expected or better progress for PP in all year groups and has impacted positively on progress of BA/SEND pupils in particular.</p> <p>We need to embed Inspire approach and enhance teaching approaches to promote deepening of learning, problem solving and reasoning in maths..</p>	<ul style="list-style-type: none"> All pupils, including PP pupils make progress in line with SDP targets/PM targets in maths Progress of PP pupils will exceed non PP pupils in maths Attainment gaps between PP and non PP pupils will narrow in maths 	<ul style="list-style-type: none"> Termly data tracking Book scrutiny Termly teaching observations-teaching and support staff PM reviews Pupil interviews Termly update of teaching profile. 									
<p>Evaluation of Impact Summer Term</p>	<ul style="list-style-type: none"> Percentage of PP pupils making expected progress was 12% higher than the Autumn Term and 12% better than for the same period last year. It was 4% lower than for non PP pupils across the school with some in year variation. The percentage making accelerated progress was 8% higher than for non PP pupils However, expected progress is now based on individual pupil flight paths which incorporates additional challenge for many PP pupils to close attainment gaps. Progress for both groups was better than for same period last year. <table border="0" data-bbox="517 1214 1099 1305"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Expected progress</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>Expected + progress</td> <td>29%</td> <td>21%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Average progress for PP children across Y1-6 has improved significantly by 12% in maths compared to the 2016-17 academic year Progress of pupil premium pupils in target year groups was similar to non PP in Y1 with more making accelerated progress. It was 						PP	Non PP	Expected progress	89%	93%	Expected + progress	29%	21%
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	<p>significantly stronger in Y5, but slower in Y3. It was similar in the EYFS</p> <ul style="list-style-type: none"> Attainment of PP pupils in maths was lower in all year groups, <p>The 2018-19 Strategy will continue to focus on diminishing differences in maths for the F2 cohort moving into Y1, the Y1 cohort moving into Y2, the Y4 cohort moving into Y5 and particularly for the Y5 cohort moving into Y6.</p>													
Improve outcomes in reading. Develop “reading for depth”.	£1800 £200	Whole school “Reading for Depth “consultant training - Ros Ferrera. LA PiL Developing Outstanding Reading School INSET. See “Targetted Support” below for training in specific reading interventions	School attainment data and progress data indicates wider gaps between those eligible for PP and other pupils in reading in KS1 and in reading in Key Stages 2 – Y3, Y4 and Y6.	<ul style="list-style-type: none"> All pupils, including PP pupils progress in line with SDP targets/PM targets in reading Progress of PP pupils will exceed non PP pupils in reading Attainment gaps between PP and non PP pupils will narrow in reading 	<ul style="list-style-type: none"> Termly data Book scrutiny Termly teaching observations-teaching and support staff PM reviews Pupil interviews Termly update of teaching profile. 									
Evaluation of Impact Summer Term	<ul style="list-style-type: none"> Percentage of PP pupils making expected progress was 8% higher than the Autumn Term and 8% better than for the same period last year. It was 3% higher for PP than for non PP pupils across the school with some in year variation. The percentage making accelerated progress was 9% higher than for non PP pupils. Expected progress is now based on individual pupil flight paths which incorporates additional challenge for many PP pupils to close attainment gaps. Progress for both groups was better than for same period last year. <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Expected progress</td> <td>90%</td> <td>87%</td> </tr> <tr> <td>Expected + progress</td> <td>24%</td> <td>15%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Average progress for PP children across Y1-6 has improved by 8% in reading compared to the 2016-17 academic year Progress of pupil premium pupils in target year groups was stronger than for non PP in Y1, Y2 and Y3. It was similar in Y5 with more PP pupil making accelerated progress. Progress was similar in Y6 but slower in Y4 and in the EYFS. Attainment of PP pupils is lower in all year groups. Differences were significantly diminished by 23% in Y6 with less evidence of improvement in other year groups. <p>The 2018-19 Strategy will continue to focus on diminishing differences in reading in all year groups, particularly the Y1 cohort moving into Y2 and the Y5 cohort moving into Y6.</p>						PP	Non PP	Expected progress	90%	87%	Expected + progress	24%	15%
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Employ 0.5 Specialist SEN Teacher S. Smith	£25134	SEN assessment and intervention planning (Precision teaching) Support teachers and	Enhance capacity to develop and quality assure class teaching and interventions to accelerate progress of PP/SEN children who are falling behind.	Targetted pupils make expected progress and 45%+ will make accelerated progress. Targetted pupils in Y5	Termly observation (S Smith/G Holland Support Staff Devpt Manager) Termly data									

	<p>support staff in delivery of interventions (Precision teaching)</p> <p>Monitoring delivery and impact.</p> <p>EYFS speech and language assessment and interventions.</p>	<p>Narrow gender gaps as majority of SEN pupils are boys.</p> <p>Focus on SEND/PP/Boys in Y5</p>		<p>tracking/standardised scores</p> <p>PIRA/PUMA tests</p> <p>Miscue analysis</p> <p>Book scrutiny</p>
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Evaluation of Impact Summer Term	Average Progress of SEND – Sept 2017 – June 2018						
		Reading		Writing		Maths	
	(No of children)	All	SEND	All	SEND	All	SEND
	1 (4 1 EHCP)	Exp 85% Exp+ 22%	Exp 100% Exp+ 86%	Exp 81% Exp+ 26%	Exp 100% Exp+ 57%	Exp 87% Exp+ 6%	Exp 86% Exp+ 14%
	2 (7)	Exp 86% Exp+16%	Exp 71% Exp+14%	Exp 79% Exp+ 14%	Exp 57% Exp+ 29%	Exp 93% Exp+ 5%	Exp 86% Exp+ 14%
	3 (7)	Exp 90% Exp+ 22%	Exp 100% Exp+ 56%	Exp 92% Exp+ 12%	Exp 86% Exp+ 29%	Exp 86% Exp+ 18%	Exp 86% Exp +0%
	4 (7)	Exp 84% Exp+ 14%	Exp 75% Exp+ 25%	Exp 89% Exp+ 33%	Exp 88% Exp+ 63%	Exp 97% Exp+ 41%	Exp 88% Exp+ 38%
	5 (11) 1 EHCP	Exp 87% Exp+ 11%	Exp 80% Exp+ 40%	Exp 86% Exp+ 36%	Exp 70% Exp+ 60%	Exp 87% Exp+ 23%	Exp 90% Exp+ 20%
	6 (3 1 EHCP)	Exp 93% Exp+ 22%	Exp 100% Exp+ 0%	Exp 95% Exp+ 54%	Exp 100% Exp+ 100%	Exp 100% Exp+ 68%	Exp 100% Exp+ 33%
	All (38)	Exp 88% Exp+18%	Exp 86% Exp+38%	Exp 88% Exp+ 29%	Exp 83% Exp+ 52%	Exp 91% Exp+25%	Exp 88% Exp+ 19%
	<p>This is particularly positive in view of the incorporation of additional challenge in flight paths on which progress is calculated for SEND pupils and those with low prior attainment in order to narrow gaps</p> <ul style="list-style-type: none"> Progress of SEND is also influenced by assessment using Classtrack which awards objectives only when learning is secure. Tracking data therefore does not reflect “amber” statements where understanding is developing but not yet demonstrated independently. Progress of SEND pupils is also significantly higher than for same period last year in all subjects. Progress of SEND in target year groups, Y1, Y3 and Y5 has improved significantly, particularly percentages making accelerated progress. 						
	<ul style="list-style-type: none"> There has been significant improvement in progress of SEND pupils in all subjects during the 2017-18 academic year. It is broadly in line with progress of all pupils with significantly more SEND pupils making accelerated progress in English. 						

	Areas for Development/2018-19 Focus <ul style="list-style-type: none"> Progress of SEND in current Y2 moving into Y3 in Reading and Writing. Progress of SEND in Current Y4 moving into Y5 in Reading Provision for high percentage for children with additional needs moving from EYFS into Y1 and from Y1 into Y2. 																													
Total budgeted cost (See below for SEN Teacher/Attendance Officer)					£12000																									
ii. Targeted support – Teachers																														
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact																									
Employ 0.5 Specialist SEN Teacher S. Smith Lead – K Bostock SENCo J Witton – PP Lead	£25134	SEN assessment and intervention planning (Precision teaching) Support teachers and support staff in delivery of interventions (Precision teaching) Monitoring delivery and impact EYFS speech and language assessment and interventions.	Enhance capacity to develop and quality assure class teaching and interventions to accelerate progress of PP/SEN children who are falling behind. Narrow gender gaps as majority of SEN pupils are boys. Focus on SEND/PP/Boys in Y5 Ensure early identification and intervention for pupils with speech and language needs.	Targetted pupils make expected progress and 45%+ will make accelerated progress. SEND - Exp + Progress 38% - Rdg 52% - Wtg PP Exp + Progress 24% - Rdg 38% Wtg Boys – Exp + Progress 23% - Rdg 37% Wtg Outcomes improve for Target pupils in Y5. Progress accelerated SEND Progress Y5 <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td></td> <td style="text-align: center;">Rdg</td> <td style="text-align: center;">Wtg</td> <td style="text-align: center;">Maths</td> </tr> <tr> <td>Dec</td> <td>Exp</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td></td> <td>Exp +</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>June</td> <td>Exp</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">90%</td> </tr> <tr> <td></td> <td>Exp+</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">20%</td> </tr> </table> PP gaps in EYFS and Y1 (2017-18) in CLL and English narrow. PP gaps in CLL in EYFS and in Rdg/Wtg in Y1 – similar to Aut.			Rdg	Wtg	Maths	Dec	Exp	40%	70%	30%		Exp +	0%	30%	10%	June	Exp	80%	70%	90%		Exp+	40%	60%	20%	Termly observation (S Smith/G Holland Support Staff Devpt Manager) Termly data tracking/standardised scores PIRA/PUMA tests Miscue analysis Book scrutiny
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Evaluation of Impact Summer Term	Significant improvement in whole school SEND, PP and Boys progress from Dec – June - all subjects Significant improvement in progress of SEND, PP and Boys in target year group Y5 in all subjects. PP gaps in Y1 and EYFS in CLL similar.																													

Easter School – Y6 Lead – J Witton – PP Lead	£1580 (est)	Teaching & support staff - 3 days Easter School - targeted Y6 pupils.	Provide pre – SATs boosting for targeted Y6 pupils	Y6 target outcomes achieved in KS2 SATS	SATs outcomes June 2018
Evaluation of Impact Spring Term	Y6 % at ARE – March (TA) Reading Exp - 54% GD – 26% Maths Exp – 44% GD – 13%		Y6 % at ARE May (SATs outcomes – 1 child to be disapplied – 2%) Reading Exp - 68% GD – 20% Maths Exp – 59% GD – 14%		
Total budgeted cost					£26714
ii Targeted Support – Support Staff					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Employ Sports Coach x 0.5 Pupil Premium Release time (J Mellor)	£5373	Release classteachers to pre-teach/boost targeted PP pupils x 1 session per week. Y1 – Y5	Intervention to accelerate progress/diminish differences for PP and other pupils who need booster intervention to enable them to access class teaching or catch up.	85% of targetted pupils will make expected progress. A higher % of PP and boys will make accelerated progress .	Termly data tracking/standardised scores PIRA/PUMA tests Miscue analysis
Employ HLTA x 0.2 Pupil Premium Release Time (L Local/L Embleton) Lead – J Witton – PP Lead	£6783	Provide opportunities to boost more able disadvantaged pupils.	This will impact on PP/non PP and gender attainment gaps as majority of SEN pupils are boys. Enhance outcomes for AA disadvantaged pupils.	Progress of PP pupils will exceed non PP pupils. Attainment gaps between PP and non PP pupils will narrow, particularly in Y1 and KS2 AA pupils will achieve targeted outcomes. Gender attainment gap narrows.	Book scrutiny Dec, March, June
Evaluation of Impact	Progress of PP / Non PP and Boys/Girls - Summer 2018				

Summer Term

		Rdg	Wtg	Maths
PP	Exp (2017)	90% (73%)	92% (86%)	89% (77%)
104	Exp+(2017)	24%	38%	29%
Non PP	Exp (2017)	87% (81%)	85% (83%)	93% (81%)
174	Exp+ 2017)	15%	23%	21%
		Rdg	Wtg	Maths
Boys	Exp (2017)	88% (82%)	85% (79%)	91% (76%)
115	Exp+(2017)	23%	37%	28%
Girls	Exp (2017)	87% (82%)	90% (87.5%)	91% (82%)
163	Exp+(2017)	15%	24%	23%

- Expected progress has improved in all subjects and for all pupil groups.
- Expected and accelerated progress of PP was stronger than non PP pupils in reading and writing. Slightly fewer PP pupils made expected progress in maths although more made accelerated progress.
- Expected progress of boys and girls was similar in reading and maths and slightly lower for boys in writing. The percentage of boys making accelerated progress was higher in all subjects.
- More PP pupils and boys made accelerated progress in all subjects, particularly writing.
- There continue to be wide attainment gaps between boys and girls, particularly in Writing in all year groups except Y1 where attainment of boys is higher than girls. 70+% of SEN pupils are also boys. Gender differences have diminished or remained similar across the year in most year groups and subjects. They diminished significantly in Y6.
- Attainment of non PP pupils was higher in all subjects and year groups except Y2 writing. The differences in most year groups and subjects are lower than the Y6 National Average except in Y5 where they are significantly higher and in Y1 in maths. Diminishing differences during the year is variable across year groups and subjects.

**Y6 PP pupils will therefore remain a target group for the 2018-19 Pupil Premium Strategy.
There will also be a focus on Y2 PP pupils – close monitoring of relative outcomes in maths**

Employ 3 Thrive Trained practitioners		Inclusion HLTA and TA to implement Thrive programme with targeted pupils.	Targetted pupils are enabled to learn/access class based teaching.	<ul style="list-style-type: none"> • All pupils make progress in line with SDP targets/PM targets • Thrive assessments evidence progress • % of behaviour incident reduce for targeted pupils 	Progress data - As above
HLTA (0.5 of timetable)	£8479		Maintain positive whole school climate for learning.		Thrive programme assessments
TA (0.5 of timetable)	£6708	Thrive training for Learning Mentor to further extend capacity in response to need.			Attendance and exclusion data
Learning Mentor	See below	(LA Collaborative funding)			CPOMS – monitoring

Lead – K Bostock - SENCo J Witton – PP Lead		Develop Thrive room and resources (LA Collaborative funding)			of behaviour incidents
Evaluation of Impact Summer Term	<ul style="list-style-type: none"> 100% of children made expected progress towards personal targets. With 50% making better than expected progress. Three children have been removed from the program due to making good progress. Behaviour incidents have reduced significantly. Classteachers report reduction in behaviour incidents and improvement in attitude. <p>Academic Progress % expected or better progress</p> <ul style="list-style-type: none"> R – Exp 91% Exp + 9% W – Exp 91% Exp + 45% M – Exp 91% Exp + 9% 				
Employ team of Teaching Assistants to provide range of targeted literacy and numeracy interventions KS1 and 2 (0.5 of timetable) Lead – K Bostock - SENCo J Witton – PP Lead	£65292	<p>Intervention - Year groups</p> <ul style="list-style-type: none"> Thrive - Whole school Rapid Reader Yrs 3-5 Writing Year 6 Reading comp Yr 6 FFT Year 1 & 2 Working Memory – Y3-5 Dinosaur School -Y1 Differentiated Phonics/boosting - Target children Precision teaching Whole school Talk for Number -Y3/4 Speech and Language Whole school Pupil Premium focus groups - Whole School 	Interventions to accelerate progress/diminish differences for PP, boys and other pupils who need booster intervention to enable them to access class teaching or catch up.	<ul style="list-style-type: none"> 85% of targetted pupils will make expected and 45%+ will make accelerated progress. Progress of PP pupils will exceed non PP pupils. Attainment gaps between PP and non PP pupils will narrow, particularly in writing and maths. Attainment gaps between boys and girls will narrow. 	<p>Termly data tracking/standardised scores</p> <p>Progress meetings</p> <p>PIRA/PUMA tests</p> <p>Miscue analysis</p> <p>Letter & Sounds phonics assessments</p> <p>Book scrutiny</p> <p>Provision map review</p> <p>Termly observations to quality assure teaching by Support Staff Development Manager/Specialist SEN Teacher/SLT</p>
Evaluation of Impact Summer Term Thrive – See above	<p>Rapid Readers</p> <p>Y3</p> <p>Y4 & 5</p> <p>FFT Y1</p> <p>Reading Booster Y2</p>	<p>Average improvement in reading age in 3 months= 6 months.</p> <p>Average improvement in comprehension age in 3 months= 8 months.</p> <p>9 chn 100% expected with 55% better than expected.</p> <p>5 chn 100% expected with 60% better than expected.</p> <p>4 chn 75% met expected progress targets. 25% exceeded.</p> <p>12 chn 100% met expected progress targets. 59% exceeded</p>			

	<p>Inference Training Y5 8 chn 100% met expected progress targets. 38% exceeded</p> <p>Y6 Comprehension 9 chn 100% met expected progress targets. 78% exceeded</p> <p>Y6 More Able Reading Inference 6 chn 100% met expected progress targets. 50% - Greater Depth</p> <p>Working Memory 100% met expected progress targets – Autumn/Spring Terms. No intervention – Summer Term.</p> <p>Precision Teaching Y1 4 chn 100% met expected progress targets. 50% exceeded. Precision Teaching Y3 3 chn 100% met expected progress targets. 66% exceeded Precision Teaching Y4 7 chn 71% met expected progress targets. 29% exceeded Precision Teaching Y5 7 chn 86% met expected progress targets. 43% exceeded</p> <p>Talk 4 Number Y3/4 3 chn 100% expected progress 66% exceeded Y2 Maths Booster 20 chn 100% met expected progress targets and Y2 ARE in maths. 30% exceeded termly targets. Y6 Maths Booster 16 chn 100% met expected termly progress targets. 80% exceeded</p> <p>Speech and Language KS1/2 5 chn All children made expected progress towards their personalised programs. Speech and Language – EYFS 3 chn All children made expected progress towards their personalised programs.</p> <p>Differentiated Phonics Groups Progress – Y1 – 11 chn 82% Expected Progress. 45% Expected +. 54% passed Phonics Screening Check. Significant PP gap. Boys outperforming girls Y2 – 8 chn 100% made expected or better progress. 75% passed Phonics screening check. Y2 - Increase of 9% at Phase 4 or above and 3% at Phase 5 – Spr Term. % at Phase 4+ 2% higher than last year. PP and boys higher.</p>				
<p>EYFS Employ additional TAs x 0.7 in EYFS to enhance ongoing access to all areas of provision and delivery of specific differentiated teaching groups/speech and language interventions (DM)</p>	<p>0.2 £2432</p> <p>0.5 £5830</p>	<ul style="list-style-type: none"> • Enable free flow provision in F1 (pm) • Differentiated phonics groups – F1 and F2 • Speech and language interventions • EALIP EAL programme • Facilitate adult intervention in independent learning 	<p>Staffing ratios were limiting opportunities to access extended independent learning in FS. They were also limiting opportunities for targeted teaching in differentiated groups and 1:1 intervention work.</p> <p>Outcomes for PP pupils were lower than for non PP pupils 2016 – 17.</p> <p>We seek to enhance parental engagement and involvement in</p>	<ul style="list-style-type: none"> • F1 and F2 pupils will make accelerated progress, particularly in Literacy and mathematical development • Accelerated progress in CLL and phonics • PP and boys’ attainment gaps narrowed. • ELGs and GLD targets reached 	<p>Termly tracking data</p> <p>Book scrutiny (F2)</p> <p>Ongoing observation/update of Tapestry pupil profile.</p> <p>Termly lesson observations</p>

Support parental engagement. Lead:- G Holland EYFS		<ul style="list-style-type: none"> Facilitate “Stay, play, learn and review” parental support and target setting sessions 	children’s learning.		External assessment moderation Parental attendance and evaluation of review sessions.
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Evaluation of Impact Summer Term	<p>Progress F2 All – June 2018</p> <table border="1" data-bbox="566 467 1671 660"> <thead> <tr> <th>Area</th> <th>LA</th> <th>U</th> <th>SP</th> <th>R</th> <th>W</th> <th>N</th> <th>SSM</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>4.93</td> <td>5.09</td> <td>5.32</td> <td>4.48</td> <td>4.48</td> <td>4.82</td> <td>4.59</td> </tr> <tr> <td>PP</td> <td>4.90</td> <td>5.00</td> <td>5.10</td> <td>4.20</td> <td>4.70</td> <td>4.80</td> <td>4.20</td> </tr> <tr> <td>Non PP</td> <td>4.94</td> <td>5.12</td> <td>5.38</td> <td>4.56</td> <td>4.41</td> <td>4.82</td> <td>4.71</td> </tr> <tr> <td>Boys</td> <td>4.87</td> <td>5.00</td> <td>5.17</td> <td>4.43</td> <td>4.70</td> <td>4.87</td> <td>4.65</td> </tr> <tr> <td>Girls</td> <td>5.00</td> <td>5.19</td> <td>5.48</td> <td>4.52</td> <td>4.24</td> <td>4.76</td> <td>4.52</td> </tr> </tbody> </table> <p>Attainment</p> <table border="1" data-bbox="566 775 1798 1251"> <thead> <tr> <th>Area</th> <th>LA</th> <th>U</th> <th>SP</th> <th>R</th> <th>W</th> <th>N</th> <th>SSM</th> </tr> <tr> <th>All</th> <th>At % Above</th> </tr> </thead> <tbody> <tr> <td>Entry</td> <td>10%</td> <td>8%</td> <td>6%</td> <td>2%</td> <td>4%</td> <td>6%</td> <td>4%</td> </tr> <tr> <td>June</td> <td>75%</td> <td>73%</td> <td>73%</td> <td>50%</td> <td>50%</td> <td>58%</td> <td>54%</td> </tr> <tr> <th>PP</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Entry</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>June</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>38%</td> <td>38%</td> <td>38%</td> <td>38%</td> </tr> <tr> <th>Boys</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Entry</td> <td>7%</td> <td>3%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>June</td> <td>71%</td> <td>71%</td> <td>71%</td> <td>46%</td> <td>46%</td> <td>58%</td> <td>50%</td> </tr> <tr> <th>Girls</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Entry</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>5%</td> <td>9%</td> <td>9%</td> <td>10%</td> </tr> <tr> <td>June</td> <td>79%</td> <td>75%</td> <td>75%</td> <td>54%</td> <td>54%</td> <td>58%</td> <td>58%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Significant increase in percentages at ARE from very low baselines for all pupil groups. Progress is better than expected in all areas. PP progress is stronger in Writing and slightly lower in most other areas. Attainment is in line in CLL reflecting good improvement from 							Area	LA	U	SP	R	W	N	SSM	All	4.93	5.09	5.32	4.48	4.48	4.82	4.59	PP	4.90	5.00	5.10	4.20	4.70	4.80	4.20	Non PP	4.94	5.12	5.38	4.56	4.41	4.82	4.71	Boys	4.87	5.00	5.17	4.43	4.70	4.87	4.65	Girls	5.00	5.19	5.48	4.52	4.24	4.76	4.52	Area	LA	U	SP	R	W	N	SSM	All	At % Above	Entry	10%	8%	6%	2%	4%	6%	4%	June	75%	73%	73%	50%	50%	58%	54%	PP								Entry	0%	0%	0%	0%	0%	0%	0%	June	75%	75%	75%	38%	38%	38%	38%	Boys								Entry	7%	3%	0%	0%	0%	3%	0%	June	71%	71%	71%	46%	46%	58%	50%	Girls								Entry	14%	14%	14%	5%	9%	9%	10%	June	79%	75%	75%	54%	54%	58%	58%						
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	<p>lower baselines. It is lower in English and Maths</p> <ul style="list-style-type: none"> Girls progress is slightly better than boys in all areas except Writing and SSM. Attainment of girls is higher than boys from higher baselines. <p>The 2018/19 strategy will continue to focus on PP pupils and boys in Y1.</p> <p>Positive evaluations for range of parental engagement events – e.g. Craft workshops, reading cafes, festival assemblies, F1 Imagination Library weekly reading sessions, parents and toddlers.</p>				
				Total	£100897
ii Targeted Support – Inclusion Team					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Employ Full Time Learning Mentor Lead K Bostock – SENCo J Witton – PP Lead	£17104	<ul style="list-style-type: none"> 1:1 Social and emotional support for vulnerable pupils Provide universal and targeted lunchtime and homework clubs Respond to behaviour incidents Drop in facility Deliver Webster Stratton Social and emotional literacy programme Work with Inclusion Team to enhance behaviour and attendance – Thrive Practitioner 	<p>Role supports positive climate for learning by providing targeted support for PP and other vulnerable pupils to manage feelings and behaviour.</p> <p>To reduce incidences of negative behaviour, particularly by PP pupils. Targetted pupils enabled to access learning and make progress.</p>	<ul style="list-style-type: none"> All pupils, including PP pupils make progress in line with SDP targets/PM targets % of behaviour incident reduce for targeted pupils All children and parents feel children are safe and cared for in school. 	<p>Progress data - As above Pre and post intervention SDQs</p> <p>Attendance and exclusion data</p> <p>CPOMS – monitoring of behaviour incidents Termly monitoring of incidences in “Red”.</p> <p>Parent and pupil surveys.</p>
	Learning Mentor role taken over by Thrive Practitioner mid-term due to Learning Mentor securing another post.				

<p>Evaluation of Impact 2017 - 18</p>	<p>Sports coach and SEN teacher trained as Thrive Practitioner – April 2018 No exclusions – 2017-18 academic year 93% of parents agree that school ensures pupil are well behaved. 4% Don't know. 113 minor or significant behaviour incidents reported 2017-18 in total involving 37 pupils . Similar number of behaviour incidents in total compared to same period last year. Reduction in significant incidents and number of pupils involved. 5 of targetted children involved in total 9 incidents. 6 of targetted pupils – no reported incidents – SummerTerm.</p> <table border="1" data-bbox="477 427 1668 751"> <thead> <tr> <th>Categories</th> <th>Students</th> <th>Incidents</th> </tr> </thead> <tbody> <tr> <td>Behaviour</td> <td>34</td> <td>113</td> </tr> <tr> <td>Racism</td> <td>6</td> <td>8</td> </tr> <tr> <td>LGBT</td> <td>1</td> <td>1</td> </tr> <tr> <td>Totals (unique):</td> <td>37</td> <td>118</td> </tr> </tbody> </table>					Categories	Students	Incidents	Behaviour	34	113	Racism	6	8	LGBT	1	1	Totals (unique):	37	118
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<p>Employ Full Time PSA (0.8) Lead – J Witton</p>	<p>£20733</p>	<ul style="list-style-type: none"> • Targetted support for vulnerable families to enhance pupils' attendance and learning • Targetted action and work with families to address safeguarding issues. • Delivery of WS parenting programme • Universal strategies to build positive home school relationships • (Coffee mornings/Cook & Eat) 	<p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p>	<ul style="list-style-type: none"> • All pupils, including PP pupils make progress in line with SDP targets/PM targets • Attendance for all pupils and PP pupils is at least in line with national averages. • PA continues to move towards NA • Parents have confidence in and feel supported by the school 	<p>Progress data - As above Pre and post intervention SDQs</p> <p>Attendance and exclusion data – see above CPOMS – monitoring of safeguarding and welfare incidents</p> <p>Parent and pupil surveys.</p>															

<p>Evaluation of Impact 2017 – 18</p> <p>Summary of recorded welfare and safeguarding and attendance incidents 2017-18</p>		Category		Number of Incidents	
		Attendance		461	
		CIN Meeting		9	
		Child Protection		16	
		Child in Need		11	
		Core Group Meeting		14	
		Early Help Hub enquiry		7	
		PSA Support		45	
		Reported to Social Care (Referral and Response)		10	
		Safe Guarding		21	
		Social Care Welfare Call		38	
		TAC		6	
		TAC Meeting		12	
		Welfare Concern (other)		223	
Totals (unique)		780			
<p>Employ Attendance Officer (0.5) Roz Stringer</p> <p>Lead – J Witton K Veall – Business Manager</p>	£7179	<ul style="list-style-type: none"> Monitor attendance and punctuality and be proactive in taking range of targeted actions in response to attendance below 96%. Support parents in improving child's attendance Manage rewards for good attendance Provide attendance data 	<p>School has seen historical improvement in attendance and reduction of PA. However, it remains an ongoing challenge. Attendance Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards.</p> <p>Maintain high profile of good attendance</p>	<ul style="list-style-type: none"> Attendance of all pupils is in line with NA – 2016 - 17 Attendance of PP pupils is in line with or better than non PP pupils and NA. PA data is in line with NA. % of PP with PA reduces so that it is at least in line with LA/national averages. % of pupils who are late reduces further. Differential between attendance in F2 and other year groups narrows. 	<p>Weekly monitoring of attendance and lates. Three weekly attendance meetings (Attendance Officer and PSA)</p> <p>SLT monitoring CPOMS</p> <p>Half termly analysis - whole school and pupil group attendance data</p>

					Monitoring of "lates". Historical and benchmark data analysis.
461 reported actions to address attendance. Evaluation of Impact Autumn/Spring Terms Term – See above					
Total Budgeted Cost – Support Staff					£45016
ii Targeted Support - Specialist Support					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Commission additional Ed. Psych Support Lead – K Bostock SENCo J Witton – PP Lead	£1250	Assess and offer strategies for identified SEN children	LA offer does not meet needs of school	Appropriate support in place for targeted SEN/PP pupils to enable them to make expected progress of 1 step per term /meet target outcomes	Termly data tracking/standardised scores PIRA/PUMA tests Miscue analysis
Evaluation of Impact Autumn Term	Two pupils have been assessed using additional Ed Psychologist support leading to inclusion of strategies in individual provision maps.				
Evaluation of Impact Spring Term	One pupil has been assessed using additional Ed Psychologist support leading to inclusion of strategies in individual provision maps two children have had their provision reviewed contributing to high needs funding requests.				
Evaluation of Impact Summer Term	Four children have had input from the Ed Psychologist this term to review the level of support and strategies used to ensure good progress for children towards personal targets. Two additional children have been assessed in order to support a request for high needs funding.				
Total Budgeted Cost – Specialist Support					£1250
iii Other approaches					
Pupil Premium Used For/Strategy Staff Lead	Amount Allocated	Details of Action	Rationale	Intended Outcomes	Monitoring Strategy/Ensuring Impact
Subsidy for out of school activities /trips	Sports and Dance Coaches	Extra curricular clubs offered at subsidised rate to all pupils and free of	FSM eligibility is not reliable indicator of deprivation/need for many families therefore universal	There is high take up of extra-curricular and curriculum enhancement offer by all pupils.	Attendance records Monitoring of

<p>Funding for More Able Maths and Writing Days</p>	<p>Holiday Clubs Children's University Subscription £9750 (£8170 – minus Easter School)</p>	<p>charge for targeted pupils. School trips subsidised for all/identified PP pupils. Targetted more-able pupils are funded to attend off site more able maths and writing workshops.</p>	<p>subsidy offered to maximise engagement in activities. Incentivise attendance so that all PP pupils access at least one extra-curricular club per term. Incentivise more able and more able PP pupils to access extra curricular reading. Funding used to support targeted enrichment/extension days for more able pupils.</p>	<p>Barriers to participation are removed for vulnerable and disadvantaged pupils. . More able disadvantaged pupils make accelerated progress/are working at greater depth in line with targeted outcomes.</p>	<p>attendance by PP pupils Tracking Book Scrutiny</p>
<p>Evaluation of Impact Autumn Term</p>	<p>Holiday Clubs – From Spring Term 1 Attendance at Clubs – Total sessions attended Aut Term – 387 PP – 82 22% More Able Writers Y5/6 x 6 pupils - 83% Expected progress 33% Expected + progress – Autumn Term Children's University – 65 pupils eligible for awards 2016-17</p>				
<p>Evaluation of Impact Spring Term</p>	<p>Attendance at Spring Term Holiday Club - 20 pupils Attendance at Clubs – Total sessions attended Aut Term – 387 PP – 82 22% Total sessions attended Spring Term – 436 PP – 136 31% Total sessions attended Aut & Spring Term – 823 PP – 218 26% More Able Maths Y3/4 pupils - 100% Expected progress Autumn & Spring Terms Children's University – 65 pupils eligible for awards 2016-17</p>				
<p>Evaluation of Impact Summer Term</p>	<p>Attendance at Spring Term Holiday Club - 20 pupils Attendance at Clubs – Total sessions attended Aut Term – 387 PP – 82 22% Total sessions attended 2017-18 – 1229 PP – 344 28%. 6% increase in PP uptake from Autumn Term. More Able Writers Y3/4 pupils x 4 - 100% Expected/Exp + progress</p>				

	Children's University – 74 pupils eligible for awards 2017-18				
Breakfast Club		Breakfast Club offered at subsidised rate to all pupils and free of charge for targeted pupils.	FSM eligibility is not reliable indicator of deprivation/need therefore universal subsidy offered to maximise engagement	See above	Attendance records Monitoring of attendance by PP pupils Attendance and punctuality data
Staff	£5400				
Food	£1950				
Evaluation of Impact Summer Term	Daily attendance variable - Average weekly attendance – 85 Increased from Autumn Term (75)				
School Uniform Voucher Scheme	£3000	£50 voucher offered to all pupils registering for FSM	Parents incentivised to sign up for FSM Barriers to learning due to clothing equipment removed	PP allocation maximised. Children have appropriate clothing and equipment	% of sign up by eligible parents
Evaluation of Impact	Take up of vouchers – 45 June 2017 to Jan 2018				
Free Milk – FSM pupils	£1000	FSM pupils in KS1 and KS2 offered free milk	Barriers to learning arising from undernourishment reduced.	PP children make good progress in lesson and over time	Attendance and progress data – see above.
Learning Resources	£50	Provide learning resources to support home learning	Parents supported to help children's learning at home	PP attainment gaps narrowed	Progress data – see above Parental feedback.
Total budgeted cost – Other Approaches					£19570
Income (Breakfast Club/After School Clubs)					-£7000
Total Cost					£198447