

V2

P Current Pupils

	<ul style="list-style-type: none"> • Application of phonics to spellings • Understanding spelling rules • Skills in inference and deduction in reading • Sustaining ideas to write • Developing writing stamina • Core knowledge of number work skills • Support with homework • Application of GPS to writing • Confidence • Understanding the marking and feedback impact
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<ul style="list-style-type: none"> • Attendance (1child)

4. Outcomes <i>some examples</i>		Success criteria
A.	Feedback and marking	Children will be able to identify the challenges or misconceptions identified in marking and feedback and will then be able to articulate impact of that during Feedback and marking sessions to reinforce understanding of learning.

B.	Reading comprehension	Children will be able to talk about the books they have read and predict and infer from the text. The impact will be deeper comprehension of what they read.
C.	Homework support	PP children will have opportunities to complete or go over homework in school. The impact of this will be that like their peers they will complete homework and be ready for the next step in their learning.
D.	Core knowledge of number work skills	PP children will have quick recall and skills to understand maths problems and how to apply them.

5. Planned expenditure					
Academic year		2016-17			
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?

To continue to narrow the gap in attainment.	<p>Staff training on high quality feedback – continuing (inset sept '15)</p> <p>Book scrutinies to evaluate marking and feedback</p> <p>TA support for evaluating Feedback/markings (HT & SENDCo)</p>	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. (reviewed last year with PP governor – positive)	<p>Use INSET days to deliver training.</p> <p>Subject leader book scrutinies</p> <p>Lesson obs</p>	<p>Head</p> <p>Subj leader</p> <p>PP gov</p>	Dec 2016
Total budgeted cost					TA hours SEND TA/SENDCO (spreadsheet available in school)
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?
A. Improved number skills	<p>Small group support in class</p> <p>Homework support</p>	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	HT/TAs/Class T and SEND	Dec 2016

Total budgeted cost					TA hours SEND TA/SEND CO (spreadsheet available in school)
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?
D. Increased attendance rates	HT to monitor pupils and follow up quickly on absences. EWO contacted to visit Sept	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.	Thorough briefing of EWO about previous and existing absence issues. PP coordinator, EWO, head etc. will	Pupil Premium HT	Dec 2016
					HT/EWO

6. Review of expenditure				
Previous Academic Year 2015-16				
i. Quality of teaching for all/ Targeted support/				
Desired outcome	Chosen action / approach	Estimated impact: PP children closed gap in KS1 and gap was significantly narrowed in KS2 2015-16 (see data headlines)	Lessons learned	
To narrow the gap in attainment between PP children and Non-	<ul style="list-style-type: none">Additional teaching assistant support.Additional SENCO support.Breakfast Club1:1 tuition, small group support & intervention.	<ul style="list-style-type: none">Teaching support enabled regular interventions as well as first wave teaching to improve progress of FSM children. 100% of children attained EXS in all KS1 subjects. 50% of children attained EXS+ KS2TA support allowed for feedback to improve learning – high impact EEF toolkit	Should interventions and robust measuring of impact had a significant impact. Also attainment of KS1 and 2 pupils KS2	

PP children	<ul style="list-style-type: none"> • Residential. • Swimming. • Extra curriculum clubs run by external agencies • Summer Club • Educational activities • Purchase of iPad x1 to allow children to be able to access the online learning platforms that support homework and also to support those children that do not have access to a computer at home. • Additional support to top up statemented hours for children with SEND • Staff training and • CPD <p>Peripatetic music tuition for service children.</p>	<ul style="list-style-type: none"> • • All KS2 FSM children were funded to attend a residential trip where they developed confidence & were able to build relationships with Y5 children joining the class. It also prepared them for KS2/3 smooth transition into secondary school. In addition to this the families had funds available to them for support at home. • Breakfast club was provided for two children and this meant they were on time for school. • • All FSM children were funded to swim and the impact on completion was that they were able to swim 25 metres in line with their peers. • • A pupil premium child had piano lessons and this engaged her learning and had good impact in confidence in class • • Service children were given music tuition and as a result they were confident to join external music company and increase their confidence with new • • FSM children were selected and attended the Panathlon games, this had a tremendous impact on all children and they went on to join athletics club with their peers. • • Several FSM children joined after school athletics and sports and this had an impact on their PE sessions and confidence in school. • <p>One child attended a summer school camp and this had an impact on his behaviour and focus when he returned to school as he was more engaged in lessons.</p>		
-------------	--	--	--	--

