



Pupil Premium Spending Impact Report 2016-2017

Number of children in receipt of PP Funding: 92 (21%)

Pupil Premium funding 2016/17: £129,940

(Targeted spending for 2016/17 had a significant impact on the progress of most disadvantaged children, where adaptations to spending have been made they are highlighted in green, additional spending and intended outcomes for 2017/18 are included in the second table.)

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>*where identified by the Sutton Trust</i>	Intended Outcomes	How Impact is to be Measured	Impact (In addition to impact data contained in report)
Designated Inclusion Leader	£41,000 +	£25,000 representing proportion of time allocated to support provision for disadvantaged pupils	<p>More rigorous tracking and monitoring measures in place to ensure pupils who are not reaching their full potential have been identified and access appropriate intervention and support</p> <p><i>*Variety of strats used including behaviour interventions +4mths, one to one tuition +5mths, small group tuition +4mths, meta-cognition and self-regulation +8mths</i></p> <p><i>(17/18 – greater involvement in quality assuring work of specialist TAs and facilitating sharing good practice -Systems developed to share outcomes from PPMs with subject leaders)</i></p>	<p>More pupils make at least good progress. Non-movers access evidence-based and effective interventions/ approaches. Quality first teaching improves through use of effective differentiation and appropriate class-based teaching strategies. Emphasis on early intervention so that less intervention required in KS2.</p> <p><i>Curriculum leaders focused on progress of disadvantaged pupils within their</i></p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Non-movers identified and making at least expected progress. Reduction in need to intervene in KS2. % of TAs judged to be at least good through QA process.</p>	<p>Greater teacher focus on achievement for disadvantaged pupils. Achievement gap narrowing across the school for most groups of D (PP boys with SEN concern). Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus. Improvements in Quality of Teaching.</p>

				subject. Impact of targeted interventions judged to be at least good.		
Disadvantaged Pupil Review Meetings	£2,000	£2,000	<p>Termly release time for teachers to work alongside the Inclusion Leader to evaluate and impliment appropriate strategies to support the progress of disadvantaged pupils.</p> <p><i>*Variety of strats used including behaviour interventions +4mths, one to one tuition +5mths, small group tuition +4mths, feedback +8mths</i></p> <p><i>(17/18 – teachers to analyse progress and attainment prior to meeting through PPM drop-on / off analysis</i> <i>-focus on links with parental engagement / structured conversations</i> <i>-increased focus on achievement across the curriculum as well as in core subjects)</i></p>	<p>More pupils make good progress. Non-movers access evidence-based and effective interventions and appraoches. Quality first teaching improves through use of effective differentiation and appropriate class-based teaching strategies. Emphasis on early intervention so that less intervention required in KS2.Holistic picture of child's achievement picture used to inform planning. Curriculum leaders focused on progress of disadvantaged pupils within their subject.</p>	% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Non-movers identified and making at least expected progress. Reduction in need to intervene in KS2.	<p>Greater teacher focus on achievement for disadvantaged pupils. Achievement gap narrowing across the school for most groups of DP (PP boys with SEN concern). Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus. Improvements in Quality of Teaching.</p>
CPD Programme including specific focus on developing outstanding	£10,000	£4,000	<p>Professional development programme designed to raise staff awareness of outstanding Quality First Teaching, meeting the needs of disadvantaged pupils and the role of outstanding marking and feedback in improving outcomes for all pupils.</p>	<p>To ensure that all staff demonstrate a confident bank of tools when tailoring teaching approaches to the needs of disadvantaged</p>	% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Clear learning dialogue	<p>Improvements in Quality of Teaching. Achievement gap for disadvantaged pupils narrowing across the school. Teachers demonstrate effective use of M and F in all books.</p>

practice in marking and feedback (3 yr project)			<p><i>*Feedback +8mths, mastery learning +5mths</i></p> <p><i>(17/18 – greater focus on breadth and depth of learning/ mastery through further development of a whole-school ‘Learning Model’)</i></p>	pupils. To secure greater levels of progress and challenge for all pupils. To ensure that all pupils are able to articulate what they do well and what they could do to improve. To ensure that higher order questioning is used to deepen understanding.	between adult and pupil evident in all books. Questioning and feedback well planned to promote higher order thinking. Pupils actively responding to feedback and challenge.	
Middle Leadership Development Programme	£14,000	<p>£7,000 – representing proportion of focus on securing outcomes for disadvantaged pupils</p> <p>£3,000</p>	<p>Middle Leaders trained to play significant role in securing accountability for the progress of disadvantaged pupils through high quality Performance Management and support.</p> <p><i>*Variety of strats used including feedback +8mths, mastery learning +5mths and small group tuition +4mths</i></p> <p><i>(17/18 – further focus on coaching and mentoring and the role of meta-cognition/ self-regulated learning strategies)</i></p>	Middle leaders play significant role in raising the quality of teaching across the school, secure higher achievement and greater accountability for the progress of all pupils through performance management, peer support, challenge, coaching and mentoring and the sharing of good practice.	% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Quality of teaching is at least good. % of teaching judged to be outstanding increases (>30%). QA of coaching and mentoring impact through lesson observations and PM process.	Accountability evident through leadership and management of an intensive identification and analysis process. Improvements in Quality of Teaching. No inadequate teaching. Achievement gap narrowing across the school for targeted groups.
Emotional, Behavioural and Social Development Support	£30,000	<p>£20,000 (incl £5000 Breakfast Club)</p> <p>£5,000</p>	<p>Early identification and targeted support eg ELSA support, Breakfast Club, Lunch Club, stay and play sessions and Intervention Plus / boys book clubs. One to one ELSA provision to support pupils with</p>	All disadvantaged pupils are supported to make greater progress than their non-disadvantaged peers through	Attendance and wellbeing of targeted pupils. Reduction in behaviour incidents. Greater	Attendance at Breakfast/Lunch/after school clubs/ individual ELSA support – case studies. Children are positive about their

			<p>emotional and social difficulties. Specialist TAs focused on removing barriers to learning. ELSA TA tracks and monitors progress against specific targets. Breakfast provided for targeted families for free by specialist ELSA trained TAs, skilled TAs lead lunchtime provision/ after-school boys book clubs for those who require additional support at less structured times of the day.</p> <p>* Behaviour interventions +4mths, one to one tuition +5mths, social and emotional learning +4mths</p> <p><i>(17/18 Involvement with families to be enhanced through ELSA guidance for parents. Intervention Plus and 'Stay and ...' sessions- parental involvement +3mths -Specialist Senior TAs appointed to lead on key areas such as attachment, ASD, challenging behaviour and social, emotional and mental health.)</i></p>	<p>removal of barriers caused by deprivation. Targeted pupils access healthy food and are ready to learn following support prior to the beginning of the school day. Skilled adults provide a small and supportive space to further develop children's social skills and ensure children have happy and safe lunchtimes. Specialist STAs support CPD for all support staff to promote further spread of expertise in key areas of challenge. Parents access further guidance to support children's learning, social and emotional needs at home</p>	<p>involvement in lessons and participation in learning. % of TAs judged to be at least good through QA process.</p>	<p>lunchtime and breakfast experiences and gain further life and social skills by working and playing with other peers and adults as role models.</p>
<p>Reading Rescue <i>(formerly Reading Recovery)</i></p>	<p>£30,000</p>	<p>£20,000 to reflect proportion of time given to DPs £15,000</p>	<p>Reading Recovery trained teacher works with targeted Year 1 pupils who have not made expected progress in reading.</p> <p>* One to one tuition +5mths, reading comprehension strategies +5mths</p>	<p>To secure greater progress in learning to read in Year 1.</p>	<p>Increased rates of progress in reading for targeted pupils. Improved reading attainment.</p>	<p>Impact of RR – see separate case studies. Improved attainment and progress. Also evidence of improved confidence and self-esteem. Improved reading attainment at KS1</p>

Cognition and Learning Interventions	£19,000	£19,000	<p>Specialist TAs deliver one to one support for children eg First Class @ Number 2, Better Reading Partners (<i>now known as Boosting Reading Potential</i>), FFT Reading and IEP provision for pupils not making expected progress in English and maths</p> <p><i>* One to one tuition +5mths, feedback +8mths, oral language interventions +5mths, reading comprehension strategies +5mths</i></p>	<p>More pupils make good progress. Non-movers access evidence-based and effective interventions. Children's attitudes to school improve, alongside behaviour, attendance and learning. Children more aware of their own targets for learning.</p>	<p>% of pupils making expected and good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>Achievement gap narrowing across the school for most groups. Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus.</p>
Communication and Interaction Interventions	£7,100	£5,000	<p>Specialist TAs deliver one to one support for children eg Narrative Therapy, Talking Partners and EAL support for pupils not making expected progress in English and maths</p> <p><i>* One to one tuition +5mths, oral language interventions +5mths</i></p> <p><i>(17/18 – Further development of training linked with specialist CCN base)</i></p>	<p>More pupils make good progress. Non-movers access evidence-based and effective interventions. Children's attitudes to school improve, alongside behaviour, attendance and learning. Children more aware of their own targets for learning.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>Achievement gap narrowing across the school for targeted groups. Refined use of effective intervention. A detailed review of the impact and value for money of all provisions and interventions that are in place. Tailored use of TAs and high-impact intervention focus.</p>
Sensory and Physical Interventions	£7,500	£6,000	<p>Specialist TAs deliver one to one support for children eg gross and fine motor skills support including Learn to Move programme</p> <p><i>* One to one tuition +5mths</i></p>	<p>Potential physical barriers to learning reduced. More pupils make good progress.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>Achievement gap narrowing across the school for targeted groups. Refined use of effective intervention. Tailored use of TAs and high-impact intervention focus.</p>

Support from External Agencies	£8000	£5,000	<p>Use of external specialists such as EP support/ SENSS provision to meet the needs of pupils who do not receive additional SEN funding</p> <p><i>* Variety of strats used eg one to one tuition +5mths, oral language interventions +5mths</i></p>	<p>To remove any potential barriers to learning and progress. SENSS teacher/EP works with children who have specific learning difficulties to assess, teach and improve skills. Teachers and TAs refine and increase their bank of skills in supporting the needs of all learners.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>Individual case studies. Children learn to improve their working memory, phonics, reasoning and visual perception skills. Quality of support and techniques used within the classroom to support QFT and quality of support within interventions demonstrated by support staff.</p>
Extended Learning Opportunities	£1,000	£1,000	<p>TAs provide additional intervention opportunities before or after the school day</p> <p><i>* One to one tuition +5mths, extending school time +2mths</i></p> <p><i>(17/18 – ELSA provision extended into lunchtime provision, additional after-school sessions and TA support for boys’ book clubs)</i></p>	<p>To remove any potential barriers to learning and progress including behaviour and attendance through structured start to the school day. To provide support for less structured times of the day. Provide additional ‘backdrop’ to learning which may be missing in the home environment.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>Individual case studies. Improved attendance.</p>
Targeted Leadership Opportunities	£3,000	£1,500 £500	<p>Targeted projects for specific groups designed to enhance the ‘backdrop’ for learning for disadvantaged pupils eg Bookclubs, Digital Leader Club, Maths</p>	<p>Any potential barriers to learning such as a lack of books or discussion about</p>	<p>% of pupils making expected and good levels of progress is at least in line</p>	<p>Individual case studies. Raised aspirations. Evidence of improved</p>

			<p>Leaders, school newspaper, DASP collaborative writing project. Whole school events which encourage parental engagement and celebration of the arts, ensuring that targeted families are motivated to attend.</p> <p><i>* Collaborative learning +5mths, digital technology +4mths, mastery learning +5mths</i></p> <p><i>(17/18 DASP Literary Festival and targeted involvement of disadvantaged families)</i></p>	<p>reading for enjoyment, access to the arts are removed.</p> <p>Opportunities to become the 'expert' and to play a role within a collaborative learning situation.</p> <p>Older students to act as inspirational role-models to younger children.</p>	<p>with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>confidence and self-esteem.</p>
Attendance and Punctuality	£1200	£1000	<p>Half-termly rigorous tracking and monitoring of attendance and punctuality</p> <p><i>*Parental involvement +3mths</i></p> <p><i>(17/18 – Further development of DASP Partnership Attendance Panel and involvement of attendance officer)</i></p>	<p>All disadvantaged pupils are supported to attend school regularly and on time through the removal of barriers caused by deprivation.</p>	<p>Attendance and punctuality levels of targeted pupils.</p>	<p>Number of persistent absentees reduced from 20 (12/13) to 4(14/15), 2 (15/16), 4(16/17) (2 - Rec, 2 - Year 1)</p>
Parent Support Adviser	£9000	£8,000 £7,000	<p>Specialist support role working closely with targeted families on targeted areas such as attendance, punctuality and Family SEAL</p> <p><i>* Behaviour Interventions +4mths, parental involvement +3mths, social and emotional learning +4mths</i></p> <p><i>(17/18 – Further development of strategic role within Structured Conversations, Intervention + and 'Stay and ...' sessions)</i></p>	<p>Parents are supported in their role in supporting their child's learning, wellbeing and ability to attend school regularly and on time through the removal of barriers caused by deprivation.</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.</p>	<p>PSA case studies. Increase in overall attendance levels from 95.4 % (12/13), 96.5 % (13/14)96.5%(14/15) 96.4%(15/16)___ (16/17)</p>
Transition Learning Mentor	£5,000	£3,000	<p>A targeted transition programme-disadvantaged or vulnerable pupils gain extra support and guidance during the transition to Year 5 through a sharing of targeted practice with the</p>	<p>Pupils supported in making a smooth transition to middle school. Pupils make good progress in</p>	<p>Achievement gap continues to narrow. Greater pupil confidence and self-esteem.</p>	<p>Individual pupils supported in making a smooth transition to middle school.</p>

			<p>middle school and the sharing of a specialist TA.</p> <p><i>* Behaviour Interventions +4mths, social and emotional learning +4mths</i></p> <p><i>(17/18 – Greater focus on history of intervention, rate of progress of narrowing of the achievement gap/ timetabled targeted transition throughout the year and sustained progress)</i></p>	Year 5. <i>No learning time lost in transition.</i>		
Targeted Enrichment Activities	£2,500	£2,000	<p>Variety of enrichment opportunities available to all pupils. Disadvantaged pupils and families targeted and encouraged to attend eg Sports clubs, Creative Writing Club, Performance Group (dance/music), Funding for residential trips, Glee Club, Energy Club and Newspaper Club.</p> <p><i>*Arts participation + 2mths, collaborative learning +5mths, sports participation +2mths, outdoor adventure learning +3mths</i></p> <p><i>(17/18 – Redevelopment of Arts Leaders/ JRock Challenge)</i></p>	To enable all pupils to access residential visits to raise achievement, team building experiences, outdoor adventure and cultural understanding.	Number of disadvantaged pupils accessing residential visits.	All disadvantaged pupils except attended residential visit.
Uniform	£1,000	No contribution is taken from PP funding.	<p>Two items of school uniform provided to families when they register for FSM or where appropriate when families are experiencing financial difficulty</p> <p><i>*Uniform +0mths</i></p>	Increases inclusion and removes a potential barrier to learning.	Number of pupils accessing free school uniform.	Uniform given out removing a barrier to pupil's learning and inclusion.
TOTAL		£129,500 £112,500				

Planned Pupil Premium spending for Academic Year 2017-2018 in addition to the above

Number of children in receipt of PP Funding 2017/18: 92 (21%)

Pupil Premium funding 2017/18: £130,000 (tbc)

Area of Spend	Total Budgeted Cost	Contribution from Pupil Premium	Description of Intervention <i>*where identified by the Sutton Trust</i>	Intended Outcomes	How Impact is to be Measured	Impact
Leadership Development Programme –Coaching and Mentoring/ Focus Pupils/ Introduction of Strategic Leadership Groups (SLGs)	£4,000	£1,000	<p>Middle Leaders trained to play significant role in securing accountability for the progress of disadvantaged pupils through high quality Performance Management and support. Refined focus on coaching and mentoring and the role of meta-cognition/ self-regulated learning strategies. Focus on specific group of pupils across the school in order to analyse approaches and impact at child-centred level.</p> <p><i>*Feedback +8mths, collaborative learning +5mths, meta-cognition and self-regulation +8mths, oral language interventions +5mths</i></p>	<p>To secure greater levels of achievement through coaching and mentoring techniques and the development of a common language of learning. Achievement gap continues to narrow for targeted groups. Quality of teaching in all classes no less than good. Middle and senior leaders have a clear understanding of the actual impact of all PP-focused work at individual child level. Parents are engaged in their children's learning</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Quality of teaching is at least good. % of teaching judged to be outstanding increases(>30%).</p>	<p><i>Programme for SLGs to be further developed from September 2017</i></p>
Structured Conversations	£5,000	£5,000	<p>CPD in the use of structured conversations and working with vulnerable families. Provision for targeted work with families through the refined and targeted use of the PSA and Transition Mentor.</p>	<p>Targeted families access regular half termly structured conversations with class teachers to secure greater</p>	<p>% of pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential</p>	<p><i>To begin in the autumn term 2017 with an initial focus on Year 2..</i></p>

			<i>* Variety of strats used including feedback +8mths and parental involvement +3mths</i>	understanding of how to support their child's learning and development needs. Targets are understood by all. Greater parental involvement. Removal of potential barriers caused by deprivation.	barriers to achievement removed.	
Pre-School Provider Focus (Link with DASP Dev Plan)	£500	No contribution from the current cohort – focus on pupils from Jan 18 - DASP funded	Further develop transition work with pre-school colleagues to include a focus on the use of pre-school PP funding and effective intervention. <i>*EY Intervention +6mths, oral language interventions +5mths</i>	Foundation leader and pre-school leaders work closely to identify and share best practice in use of PP funding with a particular focus on disadvantaged boys.	% of pre-school pupils making good levels of progress is at least in line with non-disadvantaged peers. Potential barriers to achievement removed.	<i>To be reviewed January 18 in line with DASP project</i>
Total		£ 6,000				
Total plus enhanced spending from 16/17		£112,500				
TOTAL		£118,500				