

Pocklington Community Junior School Pupil Premium Grant (PPG) Expenditure

Pupil premium is funding we receive from the government. It is additional to our main school funding and is used to address the underlying inequalities between children who are eligible for Free School Meals (FSM) and their peers, by making sure this extra funding reaches the children who need it most.

Overview of the school

Cohort information	
Total number of pupils on roll in the school	254
Total number of pupils eligible for PPG or Ever6	60
Total Monies available for 2017 & 2018	£62,040
2016/2017	£58,240
2015/2016	£58,540
2014/2015	£65,581
2013/2014	£38,067
2012/2013	£24,797

Previous performance of disadvantaged pupils

	2014	2015
% of pupil premium pupils meeting the expected standard in Reading, Writing and Maths		
% of pupils making expected progress (calculated progress ≥ 0) in Reading	100%	79%
Progress score in Reading		
% of pupils making expected progress (calculated progress ≥ 0) in Writing	100%	100%
Progress score in Writing		
% of pupils making expected progress (calculated progress ≥ 0) in Maths	78%	79%
Progress score in Maths		
% of pupils meeting the expected standard in Reading		
% of pupils meeting the expected standard in Writing		
% of pupils meeting the expected standard in Maths		
% of pupils meeting the expected standard in Grammar		

	2016	2017
	30% (National: 39%)	53%
	40%	38%
	-2.29 (National: -0.7)	-1.1 progress
	50%	76%
	-5.48 (National: -0.3)	+2.4 progress
	30%	38%
	-4.08 (National: -0.5)	-0.2 progress
	60% (National: 53%)	61%
	60% (National: 64%)	76%
	50% (National: 58%)	69%
	40% (National: 61%)	61%

New statutory assessments implemented

The change in the Key Stage 2 tests has significantly altered the national picture of outcomes for Key Stage 2 in 2016. Outcomes and progress have improved into 2017 for disadvantaged pupils, however Reading is still a key area for development.

Pupil premium intention statement 2017/2018

Where we are as a school

Our previous pupil premium expenditure has focussed on developing our pupil's engagement with the school and on developing the quality of teaching across the school. This has been successful with the attendance of pupils eligible for the Pupil Premium Grant (PPG) rising, as well as having a significant impact on pupils' self-reported enjoyment of school.

The quality of teaching and learning has improved dramatically over the course of the last academic year. This has led to significant improvements in the rate of progress for all pupils (see table below). The rate of progress of pupils eligible for the Pupil Premium Grant was greater than that of their non-eligible peers in all subjects. This demonstrates that across the 2016/2017 academic year, the interventions which were in place have supported children in making better progress.

	Reading	Writing	Maths
Disadvantaged	-1.1	2.4	-0.2
Disadvantaged 2016	-2.29	-5.48	-4.08
Not disadvantaged	-1.7	-0.2	-1.0
Not disadvantaged 2016	-2.64	-4.51	-3.45

The progress demonstrated in writing is above the national comparator group for disadvantaged-other, and demonstrates that the gap is narrowing for our children compared to their national non-disadvantaged peers. In Maths, progress was above that of disadvantaged pupils nationally (-0.2, national -0.5), and in Reading progress is broadly in line with the progress made by disadvantaged pupils nationally (-1.1, national -0.7).

Analysis of the subgroups of disadvantaged pupils based on their prior attainment demonstrates that there are specific groups which are performing very well and some which are underperforming. The table below breaks down the progress of Disadvantaged pupils into Prior Attainment Groups (PAG). The yellow highlighting shows where progress was above that of the national comparator group (National Other), meaning that pupils have narrowed the gap to their peers. The green highlighting shows where progress was above 0. The two areas where progress was not good enough was for the Middle PAG in Reading and in Maths.

Disadvantaged subgroups			
	Reading	Writing	Maths
Low Prior Attainment	1.0	1.3	1.4
Low Prior Attainment 2016	6.24	1.86	-6.11
Middle Prior Attainment	-3.6	2.1	-1.8
Middle Prior Attainment 2016	-3.1	-6.28	-3.8
High Prior Attainment	0.2	3.3	0.6
High Prior Attainment 2016	-3.58	-5.68	-4.57

This highlights a school-wide issue, where the abilities of pupils on entry to the school in Year 3 does not always match their validated Key Stage 1 assessments. This is particularly impacting on the Middle PAG as pupils who are working at a low level on entry and included in the Middle PAG. This directly impacts on the rate of progress as pupil progress is calculated in relation to their peers, and though inaccuracies in assessment data, this means children are not being compared with their peers; they are compared to more able pupils. This issue has been recognised by Ofsted, with the September 2017 Special Inspection Update stating that:

“Inspectors should also be aware of potential issues with the reliability of key stage 1 teacher assessments. We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, they also have lower progress scores. This suggests that there may

be an issue with the key stage 1 prior attainment scores that are used as a baseline. Inspectors should be aware of this when using and interpreting data for different school types.”

Pocklington Community Junior School mirrors this national picture, with our attainment being above the national average and local through primary schools, and yet progress for all pupils is below the national average in Reading and Maths.

In the summer term of the 2015/16 academic year new a Pupil Premium Champion and Pupil Premium Governor was appointed. These are Mrs Sally Penfold as Pupil Premium Champion, and Mrs Charlotte Hetherington as Pupil Premium Governor.

SEN links

The school has identified that there is a significant overlap between pupils who are eligible for the Pupil Premium and children who have additional educational needs as identified through the SEN register. The SENDCo and Pupil Premium Champion work closely to ensure that the interventions work hand-in-glove with each other. We also take great care to apply both lessons learned and best practice from one area into the other.

Looking forward

The National Pupil Premium Champion, John Dunford, identifies that “highly effective teaching disproportionately benefits disadvantaged children . . . if you teach well and they learn well, the gap should narrow.”¹ In our context, one of the key developments the school can make is to ensure that the consistency of teaching is a priority as the opposite to the above is also true – “poor teaching also disproportionately affects the disadvantaged, who generally don’t receive the help at home that more fortunate children have to make up what they lose by having a bad teacher.”¹

Alongside this focus on consistently high-quality teaching, we start by focusing identifying the barriers to progress for Pupil Premium eligible children. We have then turned to the educational research available to provide us with a framework from which we have then planned our interventions. Primarily, we have drawn on the Educational Endowment Fund research into the impact of various approaches and interventions. These approaches have been selected based on their impact in other settings and will be blended with approaches we already have in school in order to support the pupils we have who are eligible for the Pupil Premium grant.

Identifying need

Our school Pupil Premium Champion, Mrs Sally Penfold, has collated information gathered from class teachers about every pupil premium child in our school. This was based on 1:1 pupil conferencing, along with observations of children in class over time. There was a significant overlap between the identified needs between children and led to this list of support which we felt pupils would benefit from significantly.

FFT Aspire and a conversion from KS1 to predicted standardised scores have been used to target pupil premium children. All pupils eligible for the Pupil Premium Grant have been targeted at FFT 20th Centile or above.

Main trends from class teacher identification and likely barriers for 2017 and 2018;

	Trends identified between children	Likely barriers to learning
A	Pupils benefit from extra time for work	1. Processing speed 2. Fluency of reading and writing
B	Children find it difficult to follow sequences of instructions	3. Reduced working memory
C	Children benefit from having extra thinking time	1. Processing speed

¹ Using the pupil premium effectively: an evidence-based approach to closing the gap, Teaching Leaders Quarterly, Spring 2014.

		3. Reduced working memory
D	Pre-teaching of concepts and vocabulary where possible	4. Limited vocabulary arising from fewer experiences
E	A quiet, calm place to work in – pupils report higher sensitivity to sound in the class	5. Less developed self-regulation
F	Children do not feel affiliated to the class, the year group or their peer group	6. Lessened sense of belonging and affiliation to the class and peers
G	These children respond well to knowing someone cares about them/ is aware of their presence in the classroom	6. Lessened sense of belonging and affiliation to the class and peers
H	Pupil do not always complete home learning tasks	7. Fewer resources available to learners

Approaches identified by Education Endowment Fund for use during 2017 and 2018

The most appropriate approaches have been identified through the Education Endowment Fund toolkit, taking only those which demonstrate good/high levels of impact in the research, focussing on addressing the trends above.

These are;

Education Endowment Fund approaches and level of impact	School level barriers addressed through this approach
Meta-cognition and self-regulation: +8 months impact	1. Processing speed 5. Less developed self-regulation 6. Lessened sense of belonging and affiliation to the class and peers
Feedback: +8 months impact	4. Limited vocabulary arising from fewer experiences
Collaborative learning: +5 months	4. Limited vocabulary arising from fewer experiences 5. Less developed self-regulation 6. Lessened sense of belonging and affiliation to the class and peers
Digital technology: +4 months impact	2. Fluency of reading and writing 3. Reduced working memory 4. Limited vocabulary arising from fewer experiences 7. Fewer resources available to learners
Behaviour interventions: +4 months impact	5. Less developed self-regulation 6. Lessened sense of belonging and affiliation to the class and peers
Social and Emotional aspects of learning: +4 months impact.	1. Processing speed 6. Lessened sense of belonging and affiliation to the class and peers

Our approach to spending the pupil premium ties in directly to each of these needs and successful approaches identified by the Education Endowment Fund.

Baselining of approach is also recorded to ensure that the intentions, actions and outcomes can all be effectively monitored.

Our intended outcomes for 2017 and 2018

Having identified 7 likely barriers to learning, our Pupil Premium expenditure will seek to address each of these barriers in turn, leading to the following intended outcomes;

1. Increased processing speed
2. Increased fluency of reading and writing, in line with age related expectations

3. Improved working memory
4. Wide-ranging vocabulary arising from a range experiences
5. Well-developed self-regulation strategies
6. Increased sense of belonging and ownership of learning.
7. Resources available to all pupils at the point of need.

Following a review of the school's attendance, the final intended outcome is;

8. Attendance of Pupil Premium children will be above the national 'other'.

Desired outcome	Chosen action/approach	Evidence/ Rationale for this choice based on EEF	How will we ensure it is delivered well?	Review period
Quality of teaching				
2. Increased fluency of reading and writing, in line with age related expectations	Additional training for teaching staff on phonics, SPaG, and the teaching and questioning of comprehension.	National Pupil Premium Champion, John Dunford, identifies that “highly effective teaching disproportionately benefits disadvantaged children . . . if you teach well and they learn well, the gap should narrow.” Additional training targets areas of teaching which could benefit from more development, as well as building on the previous year’s positive impact on learning.	Monitored through regular monitoring cycle in place. Work with local Headteacher with specialism in early years/ KS1 reading skills.	
1. Increased processing speed	Additional training for all staff on questioning in the classroom, as well as specific training based on pupil need relating to processing.		Monitored through regular monitoring cycle in place. Peer observations	
4. Wide-ranging vocabulary arising from a range experiences	Additional training to be provided on pre-teaching vocabulary, as well as the implementation of a whole-school approach to vocabulary.		Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees’ classes after the course, to embed learning (no assessment).	
6. Increased sense of belonging and ownership of learning.	Additional training to last year based on the ‘Motivating Every Learner’ book and the approaches within.		External monitoring to include focus on this to ensure impartial view of approach used. Training selected based on evidence of impact. Work with local professionals – educational psychologists.	
Targeted interventions				
6. Increased sense of belonging and ownership of learning.	Key workers to be identified for every Pupil Premium child, with time for support taken from Teacher’s directed time. Focus to be on removing academic barriers to learning through rehearsal with an alternative adult and by having another ‘someone’ to talk to.	EEF identified approaches; Behaviour interventions: +4 months impact; Collaborative learning: +5 months; Meta-cognition and self-regulation: +8 months impact. Evidence from 2016/17 identifies that this approach supports both pastoral and academic development.	Careful matching of children to adults. Regular opportunities for feedback from both adults and children. Monitoring of outcomes and standardised scores.	
2. Increased fluency of reading and writing, in line with age related expectations	Purchase, training and implementation of specific resources aimed at the diagnosis of need; - British Picture Vocabulary Scale - Non-verbal reasoning - 6-minute fluency intervention	All three of the identified packages have a robust evidence base to support their impact.	Evidence based resources purchased and appropriate training to ensure correct delivery sourced.	
2. Increased fluency of reading and writing, in line with age related expectations	Specific training in ‘Better Reading Support Partners’: https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/	Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools: They made an average Reading Age gain of 12	Course selected using evidence of effectiveness. External monitoring to include focus on this to ensure impartial view of approach used as to it’s effectiveness.	

		months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRSP.		
3. Improved working memory	Targeted use of iPad apps and games to develop working spatial memory and phonological loop.	Neuro-Assessment and development centre identified, research-backed apps to be used wherever possible.	Monitored through regular monitoring cycle in place. Peer observations using expertise of computing lead and SENCO to assess impact. Tied into small-steps SEN programme to evidence the progress.	
8. Attendance of Pupil Premium children will be above the national 'other'.	Attendance officer to focus specifically on the pupil premium children and relationships with parents/carers.	Attendance is currently not good enough for Pupil Premium children. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance officer to continue developing current relationships. Approved, robustly implemented policy. Dedicated time away from other areas of the role.	
Support for whole school approaches				
5. Well-developed self-regulation strategies	Specifically targeted interventions both proactively and reactively led by the ELSA. Additional training for members of staff working with specific children, e.g. attachment, emotional needs etc.	The majority of all pupils have barriers to learning which require time and space to discuss to get to the bottom of, so that teachers can design bespoke approaches which address both the issue and the academic development need. This is particularly important to remove these barriers for PP children.	Careful matching of children to adults. Regular opportunities for feedback from both adults and children. Monitoring of outcomes and standardised scores, attitude to learning and behaviour in school.	
2. Increased fluency of reading and writing, in line with age related expectations 7. Resources available to all pupils at the point of need.	Purchase of a whole school reading package which is phonetically regular, as well as a second package which is more engaging (e.g. comics) which are banded.	Currently the vast majority of children join the school as 'free readers' and so there is little control over the quality and challenge presented in both home and in-school reading	Ensure that all children are reassessed and carefully matched by teachers. Additional purchases for storage and transport of books. Literacy leader to monitor home learning and seek feedback from children to ensure books are carefully matched both in challenge and interest.	

books. Purchasing these books would allow for

Record of spending by item/project in 2016/2017 and judgments against outcomes

Item/project,	Cost	Objective FFT/Sutton trust (FFT/ST) link, Key Focus (KF) area	Success Criteria	Baseline	Outcomes and lessons learned
ELSA (Emotional Literacy Support Assistant) employed 4 days a week, plus use of TA support in each class for 1 hour and 20 minutes daily.	£23000	<ul style="list-style-type: none"> To support disadvantaged children: <ul style="list-style-type: none"> - to recognise good and not so good feelings - to recognise personal strengths and areas for improvement - to develop skills to maintain positive healthy relationships - to develop strategies to resolve disputes and conflict through negotiation To support the children to understand and uphold the 6 school values (respect, independence, hard work, aspiration, honesty and confidence) as part of their personal development. <p>KF: Develop pupil's meta-cognition and self-regulation EEF: Meta-cognition and self-regulation: +8 months impact Social and Emotional aspects of learning: +4 months impact</p>	<ul style="list-style-type: none"> Recorded incidents of behaviour will drop by at least 10% compared to the previous year. Pupils will self-report feeling happier in school and feeling like they are more of a part of their class. All pupils will be able to articulate what the key values are, what they represent, and how they show them every day. 	5 PP pupils had more than 3 sanctions during the 2015/16 academic year. For these pupils, a 10% drop is targeted. Significant impact was made on sanctions from the previous year (number of sanctions halving for 3 children over the year) and input from ELSA will shift to being preventative, not reactive for the current year.	<ul style="list-style-type: none"> 100% of pupils were able to discuss our school's key values, what they look like when you see them in school, and how to develop them. Disadvantaged pupils reported enjoying school more both in November 2016 (following September input), but also into the next academic year in September 2017. This improvement in the enjoyment of school therefore has been a lasting impact. From speaking to pupils this was primarily down to the change in the relationship with the teacher and feeling that teachers "got them better" than they used to. Only four pupils received more than 3 sanctions during the 2016/17 academic year, which is a slight drop on the previous year. Of these 4, 3 pupils had a reduction in the numbers by more than 40%. The last child received more than the 2015/16 year, however this child has been used as a case study due to the significant impact of external circumstances. <p>This will continue into the 2017 and 2018 academic year.</p>
Develop 'Key worker' roles in school for teachers to work alongside pupils in other classes.	£7,165	<p>To develop children's feelings of association with the school through developing relationships with adults in school.</p> <p>To support and challenge teachers to ensure that they are providing a personalised approach in their classroom for all PPG children.</p> <p>To ensure pupils have someone they know who cares about them in school.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group</p>	<ul style="list-style-type: none"> 80% of Pupil Premium children achieving the expected standards in the KS2 SATs for the combined measure Internal tracking to show at least 80% 	Internal NFER test data will be used as a measure by which we can identify narrowing of gaps to peers across the school.	<ul style="list-style-type: none"> Outcomes for pupils at the end of Key Stage 2 improved and are above the 2016 National average for Disadvantaged pupils in all subject areas, as well as in the combined measure. We did not meet the 80% target we had set for ourselves, however we have nearly doubled our 2016 attainment and are 15% above the national average. Analysis of pupils' individual and group data progress data shows the majority of pupils

		<p>These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact</p> <p>Social and Emotional aspects of learning: +4 months impact.</p>	meeting the year group expectations.		<p>narrowed the gap to their peers. In Reading and Maths, disadvantaged pupils made 3% more progress than their peers and in Writing this rose to 4%.</p> <ul style="list-style-type: none"> • Pupil level data demonstrates that 57% of disadvantaged pupils narrowed the gap to their peers in Reading and Maths, and 74% of pupils narrowed the gap in Writing. <p>This approach will continue into the 2017/18 academic year with revisions to direct the role of the Key Worker to have an even greater academic focus.</p>
Playleader employed 7.5 hours a week	£2,186	<p>To support children with their development of sporting ethics (within the PE curriculum). This will include modelling and support with turn taking, fair play, following rules of the game and being a team player.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group</p> <p>These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact</p> <p>Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> • Pupil premium children will report that they enjoy lunchtimes. • At least 40% of pupil premium pupils will attend a sports club during the 2016/17 academic year. 	Registers for sports clubs for 2015/16 showed that 27% of pupil premium children were engaged in a sports club.	<ul style="list-style-type: none"> • During the 2016/17 academic year, 50% of pupils eligibly for pupil premium engaged in an extra-curricular activity at the school. <p>Although this is an area which has seen positive impact, this is an area which will be tackled across the whole school through the use of the Sports Premium, allowing these monies to be spent elsewhere on Pupil Premium children.</p>
PocklingTEAM opportunities for PP children	£1500	<p>To increase engagement and improve attitude to school for disadvantaged pupils.</p> <p>To increase attendance of disadvantaged pupils.</p> <p>To increase motivation of disadvantaged pupils by providing a sense of ownership and responsibility.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group</p> <p>These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact</p> <p>Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> • At least 60% of PPG eligible pupils will be involved in a role within PocklingTEAM. 	September 16: 83% of PPG said they wanted to be in PocklingTEAM.	<ul style="list-style-type: none"> • Only 35% of pupils who are eligible for the pupil premium grant are engaged in a role in PocklingTEAM. This has not been an effective way to engage learners in the school or to improve attendance. <p>This is not something which will be funded through the pupil premium monies in the coming year.</p>
Staff development and training on	£1500	Developing staff awareness of children's personal needs with regards emotional and personal	<ul style="list-style-type: none"> • Pupils will report a change in how much 	September 16: <ul style="list-style-type: none"> • Pupils responded to the question "how 	<ul style="list-style-type: none"> • As with their enjoyment of school, teacher's work on really understanding children's needs (including the work derived from the 'motivating every

<p>personalisation of approach based on child's needs</p>		<p>development, and approaches through pedagogy to support their learning and affiliation with the class. KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<p>they feel a part of the class.</p> <ul style="list-style-type: none"> • Pupils will be able to identify a number of children with whom they work well. • Pupils report that their teacher 'gets them'. 	<p>much do you feel a part of your class" on a 10pt sliding scale. Average response was 7.4 out of 10 – ranging from 4.5 to 9.6.</p> <ul style="list-style-type: none"> • Pupils identified other children who support them; 15 – 3 pupils 18 – 2 pupils 14 – 1 pupil 6 – 0 pupils • Pupils responded to the question "how much do you feel your class teacher understands you and your needs" on a 10pt sliding scale. Average response was 6.6 out of 10 – ranging from 4.8 to 8.9. 	<p>learner' books) had an immediate impact (by November 2016) with the average response rising from 7.4 to 8.3, but this has also continued into the new academic year, with children self-reporting 7.9 out of 10 for their new teachers.</p> <ul style="list-style-type: none"> • Pupils are more aware of being able to work with others, with 84% of disadvantaged pupils able to name 3 peers in their class with whom they work well and can ask for help. • The most dramatic difference for children related to how they felt their teacher understood them. In September 2016 the average was 6.6 out of 10. By November 2016 this had increased to 8.1 out of 10, following a focus on these children through Key Workers and through heightened awareness of these children generally. Again, this has been found to be a lasting effect, with children reporting an average 8.5 out of 10 in September 2017, even though this is with a new teacher. • Pupil's pride has risen from a self-reported 6.8 out of 10 in September to 7.4 in November, and this has continued to rise to 7.6 in September 2018. This shows that the effect of the intervention has lasted across the change in classes. <p>This investment has had significant impact on how children engage in their classrooms and as such, this will be continued in the coming year.</p>
<p>Purchase of specific resources for staff reference</p>	<p>£500</p>	<p>Purchase books and dedicated resources focused on intrinsic motivation.</p> <ul style="list-style-type: none"> - Motivating Every Learner, Alan McLean - The Motivated School, Alan McLean <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> • Pedagogy will be child-centred and will be adapted in response to pupil engagement in their learning. • Pupil will report higher levels of pride in their learning. • The progress of pupil premium children will be in line with non-PP peers. 	<p>September 16:</p> <ul style="list-style-type: none"> • Pupils responded to the question "how proud of your work are you?" on a 10pt sliding scale. Average response was 6.8 out of 10 – ranging from 4.0 to 8.0. 	
<p>Subsidising year 6 residential</p>	<p>£1000</p>	<p>To provide curriculum enrichment opportunities to disadvantaged children. KF: Children do not feel affiliated to the class, the year group or their peer group</p>	<ul style="list-style-type: none"> • All pupil premium children will be able to access trips and clubs, and will be 	<ul style="list-style-type: none"> • The pupil premium funding allowed a number of pupils to access the Year 6 residential who otherwise would not have been able to. 	

		<p>These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<p>able to share all experiences with their peers.</p>	<ul style="list-style-type: none"> Exact numbers are not being reported on due to the small numbers of pupils involved. <p>This will continue to be something we provide using the Pupil Premium monies in 2017/2018.</p>	
<p>Providing subsidies for disadvantaged families for other trips and visits that incur a cost</p>	£1000	<p>To provide curriculum enrichment opportunities to disadvantaged children.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> All pupil premium children will be able to access trips and clubs, and will be able to share all experiences with their peers. 		
<p>Professional development of staff to assess and meet the needs of disadvantaged children</p>	£3000	<p>Dedicated staff training, 'Teaching School Assemblies' and staff-to-staff support with focus on Pupil premium children;</p> <ul style="list-style-type: none"> Grammar and Spelling training (Ros Ferrera, focus education) Feedback development Peer critique training <p>KF: Children benefit from having extra thinking time Children find it difficult to follow sequences of instructions</p> <p>EEF: Meta-cognition and self-regulation: +8 months impact</p>	<ul style="list-style-type: none"> The progress of pupil premium children will be in line with non-PP peers. 	<p>The quality of teaching was not consistently good across the school at all times. A number of new members of staff had joined the school and needed additional training in order to assure consistency across the school.</p>	<ul style="list-style-type: none"> Teaching across the school is now consistently good or better. Additional investment in training with a specific focus on teacher knowledge and understanding has meant that all additional training has been able to be applied across subject areas; e.g. SPAG training by Ros Ferrara supported teaching and learning in all subject areas, additional investment in marking and feedback through the Key worker role has impacted on all children. <p>Staff training and development has had a significant impact on the quality of teaching, and as such will continue to be a key priority area in the coming year.</p>
<p>Classroom iPads and management system.</p>	£5400	<p>To engage learners in developing key skills which will facilitate their ability to engage with the curriculum – e.g. ability to focus for extended periods of time, the ability to follow sequences of instructions. Key support apps such as Lexia allow support to be brought into the classroom.</p> <ul style="list-style-type: none"> Memory training Sequence training <p>KF: Children find it difficult to follow sequences of instructions Children benefit from having extra thinking time</p>	<ul style="list-style-type: none"> Class teachers will remove key barriers to learning from PPIS as a result of pupils developing in these skills. Pupils will be able to sustain their learning, independently, for longer periods of 	<p>Engagement with the enquiry was lower (self-reported pupil voice) for Pupil Premium children compared to their peers. Although no reason for this could be ascertained specifically, Pupil Premium children were more likely to</p>	<ul style="list-style-type: none"> Increasing the number of iPads in circulation has meant that each class has had more regular access to them as part of enquiry. Most classes use the iPads upwards of 3 times per week to support learning, either through open research or through directed access to apps or to specific websites. <p>Although the purchase of the iPads has had an impact on how children access learning, this is not an area which now needs to be repeated as the resources are now in place.</p>

		<p>EEF: Meta-cognition and self-regulation: +8 months impact</p> <p>Digital technology: +4 months impact</p>	time, producing more work in the same time period.	explain that the enquiry hadn't been their 'first choice' for what they wanted to learn about.	
Employ key staff to diagnose and support pupils with specific barriers to learning.	£7500	<p>SEN specialist with diagnostic training to be employed to ascertain specific needs.</p> <p>Clinical psychologists to work alongside staff to develop approaches to teaching and learning and to reduce the barriers in place.</p> <p>Educational psychologist access to provide specific input and resourcing for staff when facing learning barriers</p> <p>KF: To ensure that all staff have the most accurate information about each child's needs to ensure they can provide personalised learning.</p>	<ul style="list-style-type: none"> Behavioural sanctions for pupils will drop compared to the 2015/16 academic year. 	61 in total for the academic year. 5 pupils with more than 5 sanctions over the course of the year.	<ul style="list-style-type: none"> Due to the significant overlap between pupils with SEN and those who are eligible for the Pupil Premium grant, key work was done with the SEN pupils to ensure that all diagnostic assessments were current and were leading to effective change to practice in the classroom. Staff received specific training on an ad-hoc basis following diagnostic work from the professionals working alongside us, in order to design new approaches to be used in the classroom. <p>This will continue to be an investment in the coming year.</p>
Employ attendance officer ½ day per week and resource support for parents	£2000	<p>½ day per week for attendance officer to work alongside parents, support the development of action plans and to be first point of contact for parents and families.</p> <p>KF: Children can't learn if they're not in school. Children do not feel affiliated to the class, the year group or their peer group. These children respond well to knowing someone cares about them/ is aware of their presence in the classroom.</p> <p>EEF: Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> Attendance for pupil premium children will increase, for >90% of pupil premium children compared to their prior attendance. Where pupils do not increase, a full case history is recorded to demonstrate this is due to authorised circumstances. 	20% of pupil premium children were below 93% 'action plan' threshold in 2014/15, reduced to 6.7% in 2015/16	<ul style="list-style-type: none"> Attendance across the school was lower in the 2016/17 academic year than the previous year. Unfortunately, 20% of pupil premium children had attendance which was lower than 93% in the 2016/17 academic year which is a considerable drop compared to the previous year. In line with school policy, each of these pupils is tracked and monitored by the attendance officer who is in direct contact with the parents and who puts together action plans and meets directly with parents. This work is monitored by a link governor and is reported termly to governors. <p>External assessments of our approach from the Local Authority EWO demonstrates that it is both robust and effective, and in spite of this, the children's attendance is not yet high enough. Therefore, this needs to continue to be a focus for the coming year.</p>

Total monies available: £58,240

Total projected spend to date: £55,751