

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils whole school	FT:132 FT Nursery:17 PT Nursery:18 PT Pre School:31
Total % of pupils eligible for PPG	FT: 50%
E6 children	64CH = £84, 480
Looked After Children	0
Service Children E4	0
Early Years PP	23CH = £2,300
Total PPG	£ 86, 780

E6 – child who have been in receipt of Free School Meals during their time at school (£1320 per pupil)

E4 – Service children (£300 per pupil)

EYPP – (£300 per pupil per year- £100 per pupil per term)

CLA – Children Looked After (£1900 per pupil)

Priorities:	How:
<p>1) To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium.</p> <p>2) To raise the self esteem and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities</p> <p>3) To support the more able pupil premium pupils to ensure they are stretched and targeted to meet their potential.</p> <p>4) To continue to work with families raising aspirations and developing parenting skills</p>	<p>Targeted additional support strategies resulting in every student, however financially disadvantaged being able to:</p> <p>Improve their levels of attainment and progress</p> <ul style="list-style-type: none"> • Close attainment gaps • Have full access to our curriculum • Have full access to pastoral support through SERIS, Counselling and behaviour groups. <p>Access extra-curricular provision</p> <ul style="list-style-type: none"> • Family seal • Family learning • Providing access to adult learning

Sutton Trust EEF Toolkit	Provision	Cost	Objectives	Impact (End academic year)
Effective Feedback	<ul style="list-style-type: none"> -All staff give affective feedback on learning -Marking policy -Termly in-depth parents meetings -Target sharing 	Effective feedback resources/ meetings £1,000	<ul style="list-style-type: none"> - All staff follow the schools marking policy and ensure that feedback is: Specific, accurate and clear feedback. It is meaningful and identifies next steps. These are shared with the children and clear steps are set to move learning forward, on a daily basis, through assessment for learning. -We have a clear marking policy which allows clear and effective feedback to every child with time to respond to feedback during each lesson. -Parents are invited to attend termly in-depth meetings with the teachers to discuss their child and their next steps. Attainment and progress are discussed and targets set. We also invite parents in to look at their child's learning journey books and make a parent comment which is placed in the front of the book. -Target pencils are shared with parents and children so next steps are specific and clear for each child. Targets are also regularly put into homework diaries so that parents are able to support their child at home. -Home support cards have been produced for children to take home. These focus on reading, writing and maths. These will be shared during parents meetings to ensure parents understand how they can support their child at home. 	<ul style="list-style-type: none"> . <u>Effective feedback</u> Progress in books is rapid and children understand their next steps to improve their learning. All parents updated on targets in November and February. Support packs/guidance given to support their child's learning at home. Updated and supported on reading and homework. <u>Parents meetings</u> -100% of parents attended the Autumn meeting. -100% of parents attended the Summer meeting. <u>Learning journey meeting</u> 100% parents attended each termly learning journey meeting and added a parental comment into their child's book. In Summer the parents and children enjoyed the family picnic which they were able to share the children books and add comments while spending family time together.
Ability Grouping	<ul style="list-style-type: none"> TA Intervention -Maths Recovery -Reading Recovery (One-one tuition) -Writing Recovery -Phonic Recovery -EYPP intervention 	TA's x7 £45, 580	<ul style="list-style-type: none"> -Provide small intervention groups to enable children to catch up to their peers and consolidate learning from whole class sessions. -To close the attainment gap between PP children and non PP children. -To ensure that children make progress in all areas of the curriculum. -One-one tuition in reading where the individual will be given an intensive and regular sessions over a set period of time. -Phonics will be streamed throughout school based on the learners' needs. 	<ul style="list-style-type: none"> Phonics Screening 95% of pupil premium children passed the phonics screening check. KS1 Data Reading Exp-56% GD-25% Reading Expected+ 81% Writing Exp-63% GD-19% Writing Expected+ 82% Maths Exp-56% GD-19% Maths Expected+ 75% <u>56% of our Year 2 children were PP and SEN.</u>
Early Intervention	<ul style="list-style-type: none"> -Intervention to support speaking and listening (Gold, Nursery and Reception) -Resources to support S&L in the EY 	Welcomm program for whole school and 1:1 school speech thepapist £7,000 Book start corner	<ul style="list-style-type: none"> -To continue to follow the support package for speaking and listening. A work with the specialist, weekly, to support children to develop this essential skill. Small groups will take part in the program to ensure they make progress in this area. -Resources ordered to support intervention groups and classroom provision, specifically for communication and language. -Children to go to sure start and take part in 'Book start corner' sessions to promote speaking and communication skills. 	<ul style="list-style-type: none"> Welcomm -90% of pupil premium children made the expected or exceeding progress in the Nursery setting (Expected progress was 45% and Exceeding progress was 45%) -95% of pupil premium children

		package £1000	-Parent to work alongside the teacher on 'tapastry' to input on their child's learning and add to their learning journey's.	<p>made the expected or exceeding progress in Reception (Expected progress was 75% and Exceeding progress was 20%)</p> <p>-TA staff were trained throughout school on the speaking and listening Welcomm program and delivered speaking intervention within their year group.</p> <p>-All children in our Pre-school, Nursery and Reception setting were assessed and intervention planned from analysis the results.</p> <p>-All pupil premium children in Year 1 and Year 2 following the program have made good progress throughout the year.</p> <p>Talk Boost</p> <p>-Year 2 teacher trained in Key Stage 1 Talk Boost program. We now have the only Talk Boost leader in South Cumbria. The program allows teachers to close the gap in speech. Delivered the program to 5 PP children in Year 2 during the Summer term. The impact on the children has been immense. See case study.</p> <p>School Speech Therapist</p> <p>-7 pupil premium children identified with delayed speech and language. Teachers and support staff have planned group and 1:1 support specific to individual children's needs.</p> <p>-12 pupil premium children are currently receiving 1:1 speech therapy every week with a speech therapist. All children have made progress. See Case Study for speech.</p>
Family Learning	-Adult learning courses through family learning -Weekly internet challenges (social media)	Teacher release time to organise parent courses £720 Interney challenge	-Provide parent with a variety of learning courses, such as Fun with phonics Triple P Family cooking EAL family support group -Parent to complete a weekly internet challenge with their child. This will be posted on our social media sites for parent to upload pictures etc. At the end of each ½ term if the child had completed 5 challenges as a family, they will	We have provided 6 courses for parents this year. We sent out a parent questionnaire to see what courses we could provide so they were specifically tailored for parents. And worked closely with 2 agencies for

		<p>reward ½ termly £1500</p>	<p>receive a reward. These will include swimming, afternoon tea, bouncy castle treats, train rides etc.</p>	<p>family social support.</p> <p><u>Fun with phonics</u> 8 parents attended course- 100% course attendance. 100% parents passed qualification. Parental feedback was amazing and they all said that their confidence in this area had increased and they now feel they can support their chil/children fully with phonics.</p> <p><u>Sing and share</u> <u>nursery rhymes</u> 9 parents attended the course and said it has a huge impact on intereaction and speech development. We discussed the importance of speech at an early age and encouraged parents to share stories, songs and engage in conversations with their child/children.</p> <p><u>Arts and crafts</u> 10 parents attended course- 100% course attendance.</p> <p><u>Numbers and play</u> <u>EYFS</u> 9 parents attended the course and said it has a huge impact on making maths learning fun.</p> <p><u>Stay and share</u> 8 parents attended and parents said it was nice to come into class and learn with their child/children.</p> <p><u>Science-KS1</u> 7 parents atternded and enjoyed carrying out sciences investigations and experiments.</p> <p>See family learning case study for impact.</p> <p><u>Focus families & Love Barrow</u> We have worked closely with 4 families to support social issues. This support has had a huge impact on these families. See case study.</p> <p><u>Parkside Parents</u> This year 42 parents have attended our</p>
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Breakfast club After school clubs	-After school clubs -Interest clubs and targeted clubs offered.	Breakfast club £5,000 After school clubs £5,360	-To provide after school clubs tailored for every child from reception to Year 2. -To provide a wide variety of club for all interests. Gardening, karate, bootcamp, forest schools, craft, cooking, football, multi-skills and skipping. -To target children for specific club. Maths, games, phonics, reading and gym. -Breakfast club provided for children. Resources to be purchased and a variety of breakfast/drinks provided for the children who attend.	We provided 18 clubs throughout the year. 94% of pupil premium children attended a club in 2017-18 35 children = 58% of pupil premium children attended breakfast club in 2017-18
Metacognition and self-regulation strategies	-School counsellor -SERIS sessions and SERIS training -Yoga to develop self-esteem and strategies for listening and attention -Behaviour group sessions	School counsellor £2,667 SERIS £7,348 Yoga £540 Behaviour group £1,210	-To provide vulnerable children with PSED/SERIS session and enabling them to gain awareness and develop strategies to improve their approach to learning and life. -To monitor individuals positive conduct through 'Scholar pack' Add internet challenges, mr men book, VIP, golden jumper, postcards etc. -Children will be targeted in school for counselling session in school. This will be every Friday for as long as needed. Parent will also have the opportunity to see the counsellor to discuss issues regarding their child. -EYPP children to take part in Yoga. This will focus of relaxation techniques to deal with anger management and allow children to grow in self-esteem. -Behaviour group to be lead by Mr Walker. Children will be targeted for behavioural support and work along side a male role model to develop key social skills. This will take place weekly and Mr Waler will also have classroom time to support children in his intervention group.	<u>SERIS</u> 6 pupil premium children attended SERIS sessions in 2017-18. See case study to see impact. <u>Yoga- EYFS</u> 17 pupil premium children attended yoga sessions in 2017-18. <u>Counsellor</u> 3 pupil premium children attended counsellor session in 17-18. To see impact a case study available on request. <u>Mr Walkers behavior group</u>

				12 pupil premium children attended the focused sessions with Mr Walker. To see impact a case study is available on request.
Funding for visits and visitors	<ul style="list-style-type: none"> -Provide children with a wide variety of experiences -Purchase new minibus for visits 	<p>School trip/ visitor funding £3,400</p> <p>Bus Maintance £1700</p>	<ul style="list-style-type: none"> -Each year group will provide the children with opportunities for visits and visitors linked to their topic. -In the Summer term all children will go on a Year group trip. -Maintain 2 minibuses e.g. petrol, MOT, service etc 	<p>We provided a total of 59 visits/visitors from Pre-school to Year 2</p> <p>The mini bus has enable local visit to happen more frequently, offereing experiences that children would not encounter.</p> <p>Funding was also allocated for Year 2 children to attend the water park to develop essential curriculum skills linked to PE.</p> <p>See case study for impact.</p>
Leadership and management of pupil premium	<ul style="list-style-type: none"> -Support staff with PP -Monitor attainment and progress whole school. -Analyse data throughout school. -Evaluate intervention teaching. 	Pupil premium leader £720	<ul style="list-style-type: none"> -Evaluate teaching on intervention groups and monitor the progress of PP children. -Make judgements on whole school attainment and progress -Update policy. -Create spending plan for 2017-18 -Leader to track attainment /progress for whole school. To analyses data and use to inform next steps. 	<ul style="list-style-type: none"> --Pupil premium leader has been trained by CASL (CUmbria Alliance of System Leaders) to carry out reviews in school and support pupil premium. Leader can now support specific school in need of guidance in this area. -All pupil premium children are tracked through Scholar pack and a class intervention timetable created termly to monitor impact of intervention. -School gap analysis has been tracked for reading, writing and maths throughout the year to analyse the gap between PP and non PP. From this 2018-19 targets will be created. -School website up to date and spending is shown. -Tracked attainment and progress data for children who are PP and also SEN. Created a new focused group on scholar pack to track termly. -Data throughout school has been analaised and targets to 2018-19 have been prioritised.

OFSTED 26th June 2018- Pupil Premium

“ As part of this inspection, I looked at how effectively leaders and managers, including governors, us the pupil premium funding to support the high proportion of disadvantaged pupils. You and governors ensure that the

funding is well used for both academic support and support for the social and emotional well-being of disadvantaged pupils. As a result, the progress of disadvantaged pupils', including those of higher ability, is now much closer to that of other pupils nationally. Examples of pupil premium spending include subsidising the cost of school trips and curriculum enhancements. These experiences broaden pupils' horizons, take them beyond their local community and bring learning to life. For example, teachers use the outdoor pursuits to build pupils' resilience and draw on these experiences when back in the classroom.

Finally, I looked at how you are working with parents and the wider family to encourage learning beyond the school. Staff work with parents of the youngest children who have just started school to develop parenting skills.

You and your staff also provide a raft of opportunities to help parents bond with their children and find ways beyond the school environment to maximize learning opportunities. Parents told me that they particularly enjoy the weekly interney challenges. They think they are 'a great idea to promote special time with the family'. These challenges range from turning the television off for an evening and playing a board game together, to parents writing letters to their child about why they love them. Staff encourage parents to attend phonic sessions, which parents describe as 'invaluable'. Teachers reinforce the importance of parents and their children reading together at home. There is evidence of this in reading logs. Staff go the extra mile to build highly positive relationships with parents and the wider family.

