

Number of Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils whole school	FT:148 FT Nursery:11 PT Nursery:31 PT Pre School:46
Total % of pupils eligible for PPG KSI and KS2	FT: 42%
Funding	62CH = £77,880
Looked After Children	0
Service Children E4	0
Early Years PP	£4,300
Total PPG	£ 82, 180

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> <ul style="list-style-type: none"> • Improve their levels of attainment and progress • Close the attainment gaps • Have full access to our curriculum • Have full access to pastoral support through SERIS, counselling and behaviour groups <p>Support families and give access to extra-curricular provision</p> <ul style="list-style-type: none"> • Parent workshops • Family learning • 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 -Tailored parent workshop to support learning at home (reading/writing etc) -Half termly parent monitoring sheets 	Effective feedback resources/ meetings £980	<ul style="list-style-type: none"> - All staff follow the schools marking policy and ensure that feedback is: Specific, accurate and clear. 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. -Teachers to lead workshops and meeting to model and discuss how to support their children at home. Workshops to be tailored to parental needs and give key tips to help their child, for example reading, phonics and writing etc -Teachers to monitor parental support half termly focusing on reading support at home, tapestry use, internet challenge completion etc This information will be shared with parents every half term to encourage them to support their child with learning at home. 	
Ability Grouping	<ul style="list-style-type: none"> Intervention -Maths Recovery -Reading Recovery (One-one tuition) -Writing Recovery -Phonic Recovery -EYPP intervention -Talkboost 	TA's x8 £47, 890	<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. -Train new staff in leading intervention groups within school. -Focused talkboost sessions to enable children to develop specific language and speaking skills. 	
Early Intervention	<ul style="list-style-type: none"> -Intervention to support speaking and listening (Gold, Nursery and Reception) -Talkboost EY -Bookstart corner package -Core cook program (termly) 	Welcomm program for whole school and 1:1 school speech thepapist £7,000 Core book program £600	<ul style="list-style-type: none"> -To continue to follow the support package for speaking and listening. Weekly speaking and language specialist to work with small groups and 1:1. Small groups will take part in the program to ensure they make progress in this area. -Children to take part in 'Book start corner' sessions to promote speaking and communication skills. --Teachers to lead workshops and meeting to model and discuss how to support children at home. Workshops to be tailored to parental needs and give key tips to help their child, for example whole family meal times, reading, bedtimes routines, the importance of bedtime stores etc. -Teacher to be trained in talkboost for early years so this program can be implemented to support early talk development. -Resources will be purchased for the core book program. Books will be chosen specifically every term and shared repeatedly. Copies of books will be available for parents to sign out and take home to share at story time/bedtimes. Parents will also be invited in to listen to story time with their child/children and encouraged to read with their child at home. 	

<p>Family Learning</p>	<ul style="list-style-type: none"> -Adult learning courses through family learning -Family weekly internet challenges -Parent workshops led by teachers (reading, writing maths etc) -Tapestry (online learning) 	<p>Teacher release time to organise parent courses £720</p> <p>Internet challenge reward ½ termly £1,500</p>	<ul style="list-style-type: none"> -Provide parent with a variety of learning courses, such as Fun with phonics Triple P Family cooking EAL family support group Core books EY Reading workshop Writing workshop Phonic workshops -Parent to compete a weekly internet challenge with their child. Parents will upload the challenge onto their child's tapestry account. At the end of each ½ term if the child had completed 5 challenges as a family, they will receive a reward. These will include swimming, afternoon tea, bouncy castle treats, train rides etc. -Every child to have a tapestry account. Staff and parents upload learning onto the account. Parents are encouraged to use and share this with their child on a regular basis. This will be monitored by staff and discussed half termly with the parents. 	
<p>Breakfast club After school clubs</p>	<ul style="list-style-type: none"> -After school clubs -Interest clubs and targeted clubs offered. 	<p>Breakfast club £5,000</p> <p>After school clubs £5,360</p>	<ul style="list-style-type: none"> -To provide after school clubs tailored for every child from reception to Year 3. -To provide a wide variety of club for all interests. Gardening, karate, bootcamp, forest schools, craft, cooking, football, multi-skills, karate, basketball, singing, skipping etc -To target children for specific club. maths, games, phonics, reading and gym. -Breakfast club provided for children. Resources to be purchased and updated on a regular basis and a variety of breakfast/drinks provided for the children who attend. 	
<p>Metacognition and self-regulation strategies</p>	<ul style="list-style-type: none"> -School counsellor -SERIS sessions and -Kidsafe sessions and training -EYPP and Year 3 yoga to develop self-esteem and strategies for listening and attention -Behaviour group sessions 	<p>School counsellor £2,667</p> <p>SERIS and KIDSAFE £2,348</p> <p>Yoga £640</p> <p>Behaviour group £1,310</p>	<ul style="list-style-type: none"> -To provide vulnerable children with PSED/SERIS/KIDSAFE 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 and Year 3 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 Walker will follow a scheme to support this development. 	
<p>Funding for visits and visitors</p>	<ul style="list-style-type: none"> -Provide children with a wide variety of experiences from Pre-school to Year 3 -Year 3 residential 	<p>School trip/ visitor funding £3,950</p> <p>Bus Maintenance £1200</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 -Year 3 will go on a 1 night residential to develop specific key skills. 	
<p>Leadership and management of pupil premium</p>	<ul style="list-style-type: none"> -Support new staff with PP interventions -Monitor attainment and progress whole school. -Analyse data throughout school (Nursery-Y3) -Analysing school gap for attainment and progress. -Track PP and SEN children. 	<p>Pupil premium leader £720</p>	<ul style="list-style-type: none"> -Monitor pupils attainment and progress in intervention groups. -Make judgements on whole school attainment and progress -Create spending plan for 2018-19 -Leader to track attainment /progress for whole school. To analyse data and use to inform next steps. -Support Miss Clark in her role as PP leader for Spring and Summer (maternity cover) 	

OFSTED 26th June 2018- Pupil Premium

“ As part of this inspection, I looked at how effectively leaders and managers, including governors, use 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 internet 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.

