

1. Summary Information

Academic Year	2017 – 2018	Total PP budget	£136, 800
Total Number of Pupils	240	Number of Pupils eligible for PP	72

2. Current Attainment

	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS2	32%	57%	70%	64%	76%	70%
% making at least expected levels of progress in reading, writing and maths at KS2						

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers	
A	There is a large cross over between the disadvantaged children and the SEN children – the number that falls into both categories is high across school.
B	Childrens' emotional wellbeing and self-esteem is low. Some are not ready to learn and access the curriculum, others have low aspirations and safeguarding issues. GDS PP children achieve and thrive.
External Barriers	
C	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. reading, spellings and homework.

4. Outcomes		
Desired outcomes and how they will be measured		Success Criteria
A	For SEN/PP children- appropriate interventions are in place and the SENCO monitors the progress of these children in PPM alongside year group leaders.	All pupil premium children to make at least expected progress and non-SEN children to make above expected progress. The gap between disadvantaged and all will close.
B	Children will be socially and emotionally ready for learning through the use of nurture, positive play and lunchtime provision. GDS PP children aspire to do their best they can and are tracked on more able register.	Children who are in receipt of PP and have been identified as needing nurture provision achieve their pupil passport targets and Boxall profile targets set to achieve more than their end of year expectations. Strong Safeguard links in school – weekly meetings, a place to chat and worry box for all children to support.
C	Children are supported in school with homework and intervention time is used to support the children. Parents are encouraged to support their children in their learning.	All parents actively involved in their child's learning. Intervention groups are set up with parents such as gardening groups, cooking sessions and library visits to encourage parental involvement. For those that it is still an issue – Pupil Premium key worker to support children in school and build strong relationships with the parents.

5. Planned expenditure - Academic Year 2017 -2018						
Quality of teaching for all and 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 implement action?
A	For SEN/PP children appropriate interventions and provision is in place across school and SENCO monitors the progress of these children in PPM with Team Leaders. HT and Assessment	Learning support and class teacher utilised to support PP children and intervention to ensure the gap closes. Time with interventions and Pupil Passport work for Teachers and Learning Support to	Termly assessments shows improvements in all year groups. Inclusion targets are appropriate to meet the needs of the individual child. Milestones and SMART	Pupil progress meetings Performance management Pupil passport book scrutiny Pupil passport targets tracked and monitored by CT/Team Leaders and SENCO. Intervention impact form analysis	HT Assistant HT SENCO Team Leaders Assessment Lead English and Maths Co-ordinators.	Spring Term 2017

	<p>Lead to monitor the progress of PPM and set clear targets.</p> <p>Learning is accelerated and the GAP between disadvantaged and All is reduced.</p> <p>Children are able to use feedback to support their learning and development.</p> <p>Good learning behaviours are seen across the curriculum.</p>	<p>embed good learning behaviours, drive independence through modelling and closely monitoring the impact.</p>	<p>targets on Pupil passports closely analysed and impact monitored by SENCO.</p> <p>Verbal and written feedback closely monitored as evidence suggest high quality feedback is an effective way to improve attainment (EEF Toolkit)</p> <p>Careful planning for Learning support to ensure independence is built upon – planning scrutiny and learning walks to monitor success of challenge and support.</p>	<p>Led by qualified teachers</p> <p>SENCO monitors provision</p> <p>Year group timetables analysed by HT and Assistant Headteacher/Team leaders.</p>		
B	<p>Children will be socially and emotionally ready for learning through the use of nurture, positive play and lunchtime provision.</p> <p>GDS PP children aspire to do their best they can and are tracked on more able register.</p>	<p>Nurture provision – Positive Play.</p> <p>Workshops to be planned for PP children and local schools.</p> <p>Lunchtime provision – Tigers, a place to chat, PP keyworker.</p> <p>Tamba Roy and SEAL delivered curriculum to build self-esteem and develop emotional regulation.</p>	<p>EEF Toolkit utilising high quality trained Learning support effectively</p> <p>Professional knowledge</p> <p>Monitoring Boxall Profiles</p> <p>Monitoring nurture provision.</p> <p>Pupil interviews showed that pupil attitudes to learning had improved.</p>	<p>All children – entry/exit Boxall profiles, targets set and monitored termly.</p> <p>Monitor progress through PPM.</p> <p>Termly book scrutiny.</p> <p>Pupil interview</p> <p>Attendance data – parents and children have access to the necessary support.</p> <p>Continue to develop links with the EWO</p>	SENCO	Review termly

		<p>Chilli challenges.</p> <p>More able and talented register to be monitored by SENCO.</p>				
C	<p>Parental engagement is an issue with some of our pupil premium families.</p>	<p>PP Keyworker in school to assist with parental/pupil engagement.</p> <p>Weekly newsletter.</p> <p>Facebook and Twitter WOW's.</p> <p>Coffee mornings and afternoon tea sessions to engage.</p> <p>Provision in school to support – daily monitoring of the childrens' home school diary to improve communication.</p> <p>Rewards and incentives for home learning.</p> <p>Cooking, gardening and library visits for parents and PP children.</p>	<p>EEF Toolkit</p> <p>Professional knowledge</p>	<p>Quality assurance of the PP Key worker.</p> <p>Parent questionnaires completed and analysed.</p> <p>Increased attendance at parents evening and other special events.</p>	<p>HT</p> <p>Assistant HT</p> <p>Team Leader</p> <p>PP Key worker</p>	<p>September 2018</p>
<p>Total Budgeted cost - £136, 800</p>						