

## Pupil Premium Impact and Strategy Statement

This document evaluates the impact of the 2018 to 2019 grant and outlines a detailed strategy for the current year

Summary information					
School					
Academic Year	18 -19	Pupil Premium Allocation	£203,769	Date of most recent PP Review	Peer Review with PP focus Jan 19
Total number of pupils	453	Number of pupils eligible for PP % of pupils eligible	151 33%	Date for next internal review of this strategy	TBC

### Pupil premium impact within the early years

	Good levels of development 2018	Good levels of development 2019	Average point score 2018	Average point score 2019
All pupils school	83%	80%	39	38
All pupils national	71%	72%	35	35
Pupil premium pupils school	63%	67%	34	36
Non-pupil premium pupils school	89%	83%	40	38
In school variance	-26%	-16%	-6	-2
Non-pupil premium pupils "other" national benchmark	NA*			
Gap - school's pupil premium pupils against national non-pupil premium pupils "other"				

\*National data not yet released

### Pupil premium impact with phonics testing in Year 1 and Year 2

	Year 1 phonics TEST		Year 2 phonics TEST	
	2018	2019	2018	2019
All pupils school	89%	88%	83%	44%
All pupils national	81%	83%		NA*
Pupil premium pupils school	80%	80%	67%	NA*
Non-pupil premium pupils school	93%	92%	100%	NA*
In school variance	-13%	-12%	-33%	
Non-pupil premium pupils "other" national benchmark	84%	85%	NA	NA*
Gap - school's pupil premium pupils against national non-pupil premium pupils "other"	-4%	-5%		

## Pupil premium impact with KS1 and KS2 test outcomes

Attainment at end of Key Stage 1 – Year 2 (2018/19)					
	Reading (%)	Writing (%)	Maths (%)	Combined (%)	
All pupils school	84%	82%	84%	81%	
All pupils national	75%	70%	76%	NA	
Pupil premium pupils school	74%	74%	70%	70%	
Non-pupil premium pupils school	88%	86%	90%	86%	
In school variance	-14%	-12%	-20%	-16%	
Non-pupil premium pupils "other" national benchmark	79%	74%	80%	NA*	
<b>Gap - school's pupil premium pupils against national non-pupil premium pupils "other"</b>	-5%	0%	-10%		
Attainment at end of Key Stage 2 – Year 6 (2018/19)					
	Reading (%)	Writing (%)	Maths (%)	GPS (%)	Combined (%)
All pupils school	78%	90%	85%	80%	73%
All pupils national	75%	78%	76%	78%	65%
Pupil premium pupils school	62%	81%	67%	62%	52%
Non-pupil premium pupils school	87%	95%	95%	90%	84%
In school variance	-15%	-14%	-28%	-28%	-32%
Non-pupil premium pupils "other" national benchmark	80%	83%	81%	82%	70%
<b>Gap - school's pupil premium pupils against national non-pupil premium pupils "other"</b>	-18%	-2%	-14%	-20%	-18%

### Children meeting age-related expectations (ARE) (internal tracking)

Whole school attainment in KS1				
2018/19	Reading (%)	Writing (%)	Maths (%)	Combined (%)
All pupils school	84%	80%	84%	79%
Pupil premium pupils school	69%	64%	69%	62%
Non-pupil premium pupils school	91%	87%	90%	84%
In school variance	-22%	-23%	-21%	-22%
Whole school attainment in KS2				
2018/19	Reading (%)	Writing (%)	Maths (%)	Combined (%)
All pupils school	79%	77%	79%	71%
Pupil premium pupils school	60%	64%	67%	55%
Non-pupil premium pupils school	90%	85%	87%	81%
In school variance	-30%	-21%	-20%	-26%

### Pupil Premium Pupils; diminishing the gap (End of July 2019)

The number of pupil premium children achieving age related expectations and above compared to previous year, plus comparison with “others” highlighting in school variance

Cohort 2024 Year 1 (current 2s)	Prior Year (Number of PP pupils 21)	Summer 2019 (Number of PP pupils 19)		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	67%	63%	94%		-4%	ELG	
W	67%	53%	88%		-14%		
M	76%	68%	90%		-8%		

Cohort 2023 Year 2 (current 3s)	Prior Year (Number of PP pupils 20)	Summer 2019 (Number of PP pupils 23)		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	75%	74%	88%	-1%	-1%	-12%	-14%
W	70%	74%	86%	-6%	+4%	-13%	-12%
M	75%	70%	90%	-1%	-5%	-14%	-20%

Cohort 2022 Year 3 (current 4s)	Prior Year (Number of PP pupils 22)	Summer 2019 (Number of PP pupils 26)		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	86%	76%	81%	2%	-10%	-15%	-5%
W	81%	72%	75%	2%	-9%	-4%	-3%
M	76%	76%	73%	-3%	0%	-18%	+3%

Cohort 2021 Year 4 (current 5s)	Prior Year (Number of PP pupils 22)	Summer 2019 (Number of PP pupils 24)		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	50%	46%	85%	-20%	-4%	-39%	-39%
W	55%	38%	76%	-15%	-17%	-20%	-38%
M	55%	58%	85%	-10%	+3%	-33%	-27%

Cohort 2020 Year 5 (current 6s)	Prior Year (Number of PP pupils 20)	Summer 2019 (Number of PP pupils 21)		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	77%	57%	97%	+4%	-20%	-23%	-40%
W	77%	70%	97%	+18%	-7%	-27%	-27%
M	77%	65%	97%	0%	-12%	-9%	-32%

Cohort 2019 Year 6 (current 7s)	Prior Year (Number of PP pupils)	Summer 2019 (Number of PP pupils )		Annual attainment: movement		Diminishing of gap	
		Disadvantaged	Dis	Other	2018	2019	2018
R	75%	67%	97%	+4%	-8%	-20%	-30%
W	50%	81%	95%	-7%	+31%	-45%	+14%
M	55%	71%	95%	-21%	+16%	-38%	-24%

(Green 0 or +, Yellow < -3, Red > -3)

## Impact of attendance on pupil premium pupils

	2017/2018	2018/2019
Attendance of all pupils within school	95.5%	96.1%
Attendance of all pupils nationally	96%	Not available until 10/10
Attendance of all pupil premium pupils within school	93%	94.5%
Attendance of all pupil premium pupils nationally	96%	Not available until 10/10
Persistent absentees of all pupils (below 90%)	8%	9.7%
Persistent absentees of all pupil premium pupils (below 90%)	17%	18%

### Summary of pupil premium 2018 to 2019

Success of Raising Aspirations programme and links with other agencies/increased opportunities

Success of Brilliant Club with all children attaining a 2.1 or Better

Success of PSA and Assistant working with vulnerable parents/pupils – some very challenging caseloads

Success in reducing GLD in school variance between PPG and others

Improved attendance due to Late Gate etc.

Improved attendance at Home Learning café

Improved representation at After School clubs

Popularity of Breakfast Club – and attendance

Poverty Proofing review, identified positive strategies in place

Peer review with focus on achievement and attainment in PPG, supported SSE

Impact on “soft skills” for a range of individual pupils – self-esteem, confidence, self-regulation, learning behaviour etc

## Pupil Premium Strategy 2019 to 2020

Summary Information 2019-20					
Pupil Premium Allocation			£214,280	Date of most recent PP Review	Peer Review Focus Jan 19
Total number of pupils	465 R to Y6	Number of pupils eligible for PP % of pupils eligible	143 31%	Date for next internal review of this strategy	

### Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A</b>	Reading and writing skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows RWM progress in subsequent years so that pupils do not have the language and vocabulary to tackle assessments requiring a high level of understanding and explanation of language/reasoning
<b>B</b>	In school variance in KS1 Maths shows that attainment is lower for pupils eligible for PP than for other pupils - language
<b>C</b>	In school variance in KS2 Reading and GPS shows that attainment is lower for pupils eligible for PP than for other pupils – language and vocabulary
<b>D</b>	Underachievement between PPG and Others attaining GDS in RWMC
External barriers	
<b>E</b>	Parents/carers of our most vulnerable PP families require support with issues such as attendance, absence management and emotional/behaviour issues
<b>F</b>	Lack of opportunity for PPG pupils to engage in regular physical activity at home/as part of a club due to cost

### Desired outcomes

		Success criteria
<b>A</b>	Improve Communication and Language skills (Prime Area) and Improve RWM (Specific Area) skills in EYFS for pupils eligible for PP	Pupils eligible for PP in all classes are identified in Class Action Plans and barriers addressed. Improved reading and writing Diminish the difference between PPG /Others achieving GLD in identified areas
<b>B</b>	Higher rates of attainment in KS1 in Maths for pupils eligible for PP	Pupils eligible for PP in all classes are identified in Class Action Plans and barriers addressed. Improved maths attainment and progress including GDS

<b>C</b>	Rapid rates of progress across KS2 for underperforming pupils in Reading and GPS	Pupils eligible for PP in all classes are identified in Class Action Plans and barriers identified and addressed. Improved attainment and progress in reading and GPS Increase in % pupils working at GDS in GPS at end of KS2 and Increase in % pupils working at GDS in RWMC at end of KS2 so that progress scores improve
<b>D</b>	Pupils targeted to be working at GDS across the school attain the Higher Standard in RW or M so that percentage of pupils working GDS in RWMC increases	Pupils identified from data analysis who are underperforming Identified by individual class teachers and planning reflects their needs Higher % of identified more able pupils are working at GDS in in R, W and M and in RWMC
<b>E</b>	Increased engagement by vulnerable families leading to improved performance of PP pupils. Vulnerable parents/pupils supported in school. Improving “lates” and attendance	PPG pupils making progress from starting points. PPG pupils with emotional needs met through 1:1 counselling/intervention leading to better rates of progress. Increased number of families engage with PSA
<b>F</b>	Improved opportunity and attendance at After School Clubs of PPG pupils Increased attendance in Family Week activities which are Sports related	Increased attendance by PPG pupils evident in arrange of sporting clubs after school Improved representation in school teams Increased attendance by parents/carers at Sports Events as part of Family Week in school

Planned Expenditure						
Academic year		2019/20				
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 implementation?
QUALITY OF TEACHING	A. Improve Communication and Language skills (Prime Area) and Improve RW (Specific Area) skills in EYFS for pupils eligible for PP	<p>Quality First Teaching Experienced teachers supporting NQT in planning and assessment</p> <p>Whole school CPD time Planning addresses the need to develop Language Skills (Listening and Attention)</p>	<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils ...Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. (DfE and Doh, 2015: 99)</p>	<p>EYFS Lead to support identified pupils in leadership time</p> <p>EYFS Lead to oversee planning and ensure it is focused on needs</p>	CM	Half termly
		<p>Curriculum review to ensure engagement of all pupils through an exciting and enquiry-based curriculum.</p>	<p>Ofsted Framework 2019: <i>Inspectors will make a judgement on the quality of education by evaluating the Intent, Implementation and Impact of its curriculum.</i></p> <p>EEF Preparing for Literacy <i>This is part of a series of reports that the EEF is producing on the theme of literacy. It focuses on the teaching of communication, language and literacy to children between the ages of three and five. However, it may also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress.</i></p>	<p>CPD for all staff - developing focus curriculum.</p> <p>Monitoring planning and children's books</p>	<p>Subject leaders/FN</p> <p>Phase leaders</p>	Half termly



QUALITY OF TEACHING	<p><b>B.</b> Higher rates of attainment in KS1 maths for pupils eligible for PP.</p>	<p>Quality First Teaching</p> <p>Metacognition and self-regulation taught so that pupils are empowered to think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Pupil Premium Champion to oversee provision and evaluate impact – tracking system in place.</p> <p>Phase Leader Action Plans</p> <p>Identifying PP pupils who are high attaining</p> <p>Support from Mastery Specialist</p> <p>TTRS to support the teaching of multiplication tables</p> <p>Curriculum review to ensure engagement of all pupils through an exciting and enquiry-based curriculum.</p>	<p>As above</p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Developing pupils’ metacognitive knowledge of how they learn – their knowledge of <b>themselves as a learner</b>, of strategies, and of tasks – is an effective way of improving pupil outcomes.</p> <p><b>EEF Research</b></p>	<p>CPD for all staff - QFT, Meta cognition and Self-Regulation</p> <p>Pupils identified in Class Action Plans, barriers addressed</p> <p>Intervention in place</p> <p>Monitor planning in school for evidence of appropriate pitch and content to challenge high attaining PP pupils</p> <p>Analysis of data at data drop, careful monitoring of progress.</p> <p>Mastery specialist supporting in the classroom – modelling effective teaching</p>	<p>AB FN</p> <p>All leaders</p> <p>VGB</p>	<p>Autumn term 2019</p> <p>September 2019 Ongoing</p> <p>Data drop – Dec 19/March 20</p>
		<p>Ofsted Framework 2019: <i>Inspectors will make a judgement on the quality of education by evaluating the Intent, Implementation and Impact of its curriculum.</i></p>	<p>CPD for all staff - developing focus curriculum.</p> <p>Monitoring planning and children’s books</p>	<p>Subject leaders</p> <p>Phase leaders</p> <p>FN</p>	<p>Half termly</p>	

QUALITY OF TEACHING	<p>C. Rapid rates of progress across KS2 for under-performing pupils in reading and GPS</p>	<p>Use of class novels/quality text to engage pupils in reading</p> <p>Relaunch Bug Club EReading programme</p> <p>Focused Guided Reading sessions as an intervention for underperforming pupils</p> <p>Reading Comprehension lesson in Y5/Y6</p> <p>Focussed spelling and GPS sessions to target gaps and end of year expectations - Trust PAG tool for planning and delivery</p> <p>Deployment of skilled teacher to support in Y6</p> <p>Curriculum review to ensure engagement of all pupils through an exciting and enquiry-based curriculum.</p>	<p>Bug Club has been designed to appeal to a generation of 'technology savvy' children with high expectations of engagement and a familiarity with online games and services. It brings together printed books with an online reading world and is underpinned by a rigorous pedagogy and fine grained levelling to support progression for all children Efficacy Research Report 2017 Pearson</p> <p><b>EEF Research Improving Literacy KS2</b> <i>This report is part of a series providing guidance on literacy teaching. It builds on the recommendations presented in our Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language.</i></p>	<p>Refresher for new/existing staff by Computing Lead.</p> <p>Monitoring by English Leaders to assess % of pupils accessing materials online.</p> <p>Monitoring by English lead</p> <p>Trust working party looking at GPS planning</p> <p>Class teacher monitoring</p> <p>CPD for all staff - developing curriculum. Monitoring planning and children's books</p>	<p>Computing Lead</p> <p>English Lead</p> <p>VGB</p> <p>Subject leaders</p> <p>Phase leaders</p> <p>FN</p>	<p>October 2019 Ongoing</p> <p>September 2019 Ongoing</p> <p>After data drop</p> <p>Half termly</p>

	<p>D. Pupils targeted to be working at GDS across the school attain the Higher Standard in RW or M so that percentage of pupils working GDS in RWMC increases</p>	<p>Appointment of VGB to post of PP Champion to support teachers ensure provision is appropriate and effective</p> <p>Mastery approach to teaching of Maths</p> <p>Use of questioning to develop and demonstrate children's understanding.</p>	<p>Integral to mastery of the curriculum is the development of deep rather than superficial conceptual understanding. 'The research for the review of the National Curriculum showed that it should focus on "fewer things in greater depth", in secure learning which persists, rather than relentless, over-rapid progression.'</p> <p>research indicates that these pupils benefit more from enrichment and deepening of content, rather than acceleration into new content</p> <p>NCETM</p>	<p>English and Maths Leads monitor and evaluate planning for this cohort to ensure it meets need</p> <p>CPD for all staff aimed at developing curriculum at GDS</p> <p>Careful Triple Tracking by teachers</p>	<p>SS VVS</p> <p>FN</p>	<p>Following data drop at end of term</p>
<p><b>Cost £22,556.40</b></p>						

Desired outcome		Chosen action / approach Cost?	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>TARGETED SUPPORT</b>	<p>Raised aspiration for PP pupils to attend top universities Increased awareness of what university can offer</p>	<p>Brilliant Club 30% Disadvantaged pupils</p> <p>Raising Aspiration Lead in school</p>	<p>The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities. They do this by mobilising the PhD community to share its academic expertise with state schools</p> <p>We believe that all children and young people are entitled to the best possible life chances that we can give them through enhancing their access to the highest quality educational opportunities, underpinned by challenging aspirations to achieve, not just their expected potential, but beyond. Scholarship Programme 2018 – 19 outcomes – 42% of pupils were PPG and all of them gained a 2.1 pass in final assessment</p>	<p>Careful selection of high attaining pupils to include as many PP pupils as possible. Choice of research strand based on pupils’ interest. Weekly support in school for pupils when researching/writing dissertation. Engagement with parents throughout the process.</p> <p>Aspiration Lead working closely with counterpart in a school within Trust. Tight Action Plan, careful monitoring and impact measures in place at strategic points. Pupil Voice to embed raising aspirations across school.</p>	LM	<p>Ongoing to monitor progress</p> <p>Ongoing to monitor progress</p>
	<p>Better understanding of specific concepts in Maths lead to improved attainment</p>	<p>Third Space Learning</p>	<p>Experience of proven impact through use of PhD tutor in 1:1 in KS2 – Year 5 and Year 6 groups</p>	<p>Identify from data underachieving PP pupils in Maths (higher attaining) to participate in 1:1 sessions with online tutor</p>	VVS	<p>Ongoing after sessions weekly</p>

	Improved levels of attainment and progress in SPAG	Catch Up Reading 1:1 assembly time reading activity  Whole class reading	The Education Endowment Foundation (EEF) has provided grants to fund research into Catch Up® Literacy and Catch Up® Numeracy. The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents	Release skilled CA to use materials, identification of specific areas to target to enable pupils to catch up. Monitoring of sessions by English Lead	DG Support staff  Class teacher English Lead	Ongoing, half termly  Half termly
	To support PP pupils in completion of home learning to support learning in the classroom	Home Learning Clubs in KS1 and KS2	PP pupils sometimes at a disadvantage when home learning has not been complete or returned – impact on self-confidence and self-esteem in classroom	Led by trained support staff who are able to offer support to pupils in attendance Overseen by Lead CA	Lead CA WE All support staff	Autumn 1 2019 Ongoing across year
	To support pupils in developing emotional literacy in order to improve their ability to interact with others, manage their emotions	ELSA 1:1 sessions for identified pupils	EEF Research - Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.	Led by two members of staff who have received training in using ELSA techniques	DG LW	Autumn 1 2019 Ongoing across year with different, identified pupils
	Emotional wellbeing Impact on attainment of pupils identified with specific SEMH need	Wilderness Schooling for pupils in Year 5 identifies as having additional need and underperforming - SEMH	This is evidenced through <b>achievement levels in maths, science and English:</b> participants outperformed non-participants in the crucial attainment tests that are part of every child’s monitoring throughout the school year.	Class teacher from Y5 to attend sessions to support Additional CA – Sports Coach Skilled staff from Wilderness Schooling	RF/MI	End of 6 weeks

			The attainment data shows conclusively that <b>participating children out-perform their non-participating peers in maths, science and English at every time-point</b> Wilderness Schooling			
	To provide a safe, secure environment before school, where children can have a decent breakfast with their friends	Breakfast Club every morning from 8.00am until 8.45am  Breakfast Club support	We believe that Children are better prepared for learning after eating a healthy breakfast before the start of the school day The main driver for hosting a Breakfast Club is the perceived benefit to children and their families - improved learning, attendance and behaviour at school, punctuality, healthy eating	Organised and led by a skilled Lead CA overseen by School Business Manager Existing members of school support staff who help to run the club – they know the pupils and their needs Sports Coach delivers Wake Up Shake Up every morning	GM JC	Autumn 2019
	To support with Reading and Phonics in KS1  To impact on outcomes in reading and phonics	Deployment of SB one day each week to support less experienced teacher in delivering Phonics and Reading to less able pupils	From past experience it is clear that this teacher has the skillset and vast experience to support pupils in developing phonic knowledge. She is a super coach to less experienced staff and models outstanding practice for them	As part of SSE – drop in, pupil voice, outcomes, class teachers feedback	SB	Data drop half termly Weekly with class teachers
<b>Cost</b>						<b>£32,155.71</b>

<b>OTHER APPROACHES</b>	<p><b>E.</b> Increased engagement by vulnerable families leading to improved performance of PP pupils. Vulnerable parents/pupils supported in school</p>	<p>Social Inclusion Officer and Assistant available to support vulnerable parents/pupils</p> <p>Monitoring “lates” through the late gate</p> <p>Boost attendance and punctuality through reward system – Class and individual (some on personal 1:1 basis)</p> <p>EYFS Lead running a group to support parents in Reception to enable them to support their pupils</p>	<p>In school evidence of impact on attendance of identified pupils, engagement of parents/carers of vulnerable pupils has increased. Evidence in number of parents attending “drop in” and increased number of families being supported by SI Team</p> <p>Prior experience of how family support enables parents/carers to help their pupils in EYFS – support in sharing books, early phonics</p>	<p>Supervision for SI Leads</p> <p>Behaviour and performance of PP pupils monitored closely as part of in school moderation and monitoring</p> <p>Thorough briefing of SI Leads about existing absence issues. PP Champion, SI Leads and SLT will collaborate to ensure provision and standard school processes work smoothly together</p> <p>Monitor reports logged in CPoms</p> <p>Led by EYFS Lead</p>	<p>DC SL Head of School</p> <p>DC/SL</p> <p>CM</p>	<p>Dec 2019 and half termly supervision sessions</p> <p>Weekly attendance monitoring</p> <p>At end of 6 week programme December 2019</p> <p>Autumn 2019</p>
	<p><b>F.</b> Improved opportunity and attendance at After School Clubs of PPG pupils Increased attendance in Family Week activities which are Sports related</p>	<p>Improved opportunity and attendance at After School Clubs of PPG pupils</p> <p>Increased attendance in Family Week activities which are Sports related</p>	<p>Guidance from DfE:</p> <p>Chief Medical Officer recommendation that “primary school children undertake at least 60 minutes of physical activity a day, of which 30 should be in school”</p>	<p>Sports Coaches, PE Lead and PP Champion working together to ensure PPG children have increased opportunities to participate in sports activities, after school clubs, teams</p> <p>Family Week planned to have a sports focus in summer term</p>	<p>TG/EF</p> <p>TG/EF/VGB</p>	<p>Half termly club attendance</p> <p>Feedback from Family Week by class teachers</p>
<b>Cost £40,397.41</b>						

<p>Additional Detail:</p> <p>The activities outlined above are not exclusive but are priorities. Other actions include:</p> <ul style="list-style-type: none"> <li>• Provide a curriculum which is broad, relevant and enriched, that develops age appropriate core knowledge and skills, which all pupils can apply in a variety of contexts</li> <li>• Improve overall attainment and achievement of PP pupils through developing Quality First Teaching and expectations – linked to appraisal of all staff</li> <li>• Action research by individual members of staff</li> <li>• Two members of leadership participating in Ambition Institute programmes- aimed at raising outcomes for Disadvantaged pupils</li> <li>• Three participants from Teach First programme – “Teach First is a charity working to end educational inequality. They are building a movement of leaders who inspire young people from disadvantaged backgrounds to achieve their full potential.”</li> <li>• To help fund the school structure seen as being most desirable for teaching and learning – smaller classes in identified year groups</li> <li>• Improve the emotional well-being of identified pupils to enable effective learning to take place -1:1 weekly counselling session over a course of 6 weeks or longer if required</li> <li>• Vulnerable pupils have access to 1:1 sessions with Social Inclusion team – bereavement, absence, mindfulness, emotional need, learning etc</li> <li>• Ensure increased number of PP pupils selected to represent school in sporting events/after school clubs/competitions</li> <li>• To help fund additional hours of teacher assistant support</li> <li>• To help fund additional staff to support with lunchtimes</li> <li>• To support funding places for children eligible for Pupil Premium on Key Stage 2 residential – Dukes House Wood in Years 5 and 6</li> <li>• To provide opportunities for more able disadvantaged pupils to have raised awareness and aspirations about succeeding in education/going to university – The Brilliant Club</li> <li>• To offer financial support in the purchase of school uniform and any other relevant resources based on need</li> <li>• To support funding of educational visits such as theatre to enhance learning</li> <li>• To purchase surplus PE kit – white T shirt, black shorts and plimsolls so that pupils with no kit can access PE lessons</li> <li>• Incentives - Reward achievement and effort at timely intervals throughout the year as an incentive to work hard and achieve in order to motivate children to achieve and behaviour for learning is reported as positive across school.</li> <li>• Attendance awards - whole class and individual</li> <li>• Impact on “soft skills” for a range of individual pupils – self-esteem, confidence, self-regulation, learning behaviour etc</li> </ul>	
	<b>Cost £119,170.48</b>
<b>Total Budgeted Cost</b>	<b>£214,280</b>