

1. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the number of PP children achieving the expected in Y1 phonics check	<ul style="list-style-type: none"> CPD for teachers from phonics specialist Phonics club for targeted children Support by phonics specialist in class and co teaching Support to analyse phonics assessments 	<ul style="list-style-type: none"> National % PP reaching benchmark was 68% School was 74% (exceeding national PP by 6%) National for all pupils was 81% 	<ul style="list-style-type: none"> Systems established for analysing phonics assessments to be used across school Strategies to support children to “plug gaps” moved to reception classes Observation of good practice lessons embedded into school ethos 	£14,915
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase the % of PP children attaining expected in ELG Moving and handling to above 83% 2016 baseline – 80% PP achieved ELG 96% others	<ul style="list-style-type: none"> Focused TA support including strategies such as dough disco/ squiggle while you wiggle Focused TA intervention on handwriting patterns Focussed TA support for gross motor skills in outdoor provision 	<ul style="list-style-type: none"> 95% PP children achieved ELG(+ 12% on target set) 	Dough disco and squiggle while you wiggle were effective strategies now embedded in EYFS practice and available to all pupils on a timetabled basis in reception and Nursery	£7236 (staff) Resources(£3,000)

<p>Ensure that the % PP pupils attaining expected for Year 2 reading writing and maths is increased closing the gap to other pupils nationally</p> <p>Reading- school:52% Nat:78%</p> <p>Writing – school:43% Nat:70%</p>	<ul style="list-style-type: none"> • Targeted intervention • Phonics support • Library loans • Link to the Learning mentor support for attendance and punctuality • Link to I pad support • NFER tests purchased • CPD support 	<ul style="list-style-type: none"> • Reading- School: 61% Nat: 79% Diminished from 26% to 18% • Writing- school 67% Nat. 72% Diminished from 27% to 5% 		<p>£10,348 (HLTA support) £7,500(Lit support teacher) £3059 (spelling reading intervention)</p>
<p>Maths- school: Nat:</p>		<ul style="list-style-type: none"> • Maths- School 64% Nat 79% Diminished to 15% 		<p>£2500 resources Library loans(£1,215 Family learning £1155(Family learning)</p>
<p>Ensure % PP pupils attaining greater depth in reading writing and maths in KS1 increases closing the gap to other pupils nationally</p> <p>Reading- School: 0% Nat:</p> <p>Writing- School: 0% Nat:</p> <p>Maths- School: Nat:</p>	<ul style="list-style-type: none"> • Support through PPPs • Targeted intervention • Phonics support • Library loans • Link to the Learning mentor support for attendance and punctuality • Link to I pad support • NFER tests purchased 	<p>Reading School 19% Nat. 13%</p> <p>Writing school 0% Nat 7%</p> <p>Maths school 6% Nat 10%</p>	<p>Maintain reading and maths strategies used in Y2 and disseminate good practice into Y1 and across school.</p> <p>Maintain support given to greater depth children through PPs in reading and maths</p> <p>Develop support given to greater depth children through PPs in writing</p>	<p>£7458 (SEN Lead intervention £1000 (resources)£600 (Ipad lease)</p>

<p>Ensure that the % PP pupils attaining expected for Year 6 reading writing and maths is increased closing the gap to other pupils nationally</p>	<ul style="list-style-type: none"> • Targeted intervention • RM maths purchased • Library loans • Link to the Learning mentor support for attendance and punctuality • Link to I pad support • NFER tests purchased • CPD support 	<p>PP children – 34% Non PP – 66.67% Nat – 61%</p>	<p>Ensure that combined is measured and monitored closely and targeted support given to children who need support to achieve combined</p>	<p>£600 (iPad lease) £4260 (Maths CPD) £11,250 Pupil premium lead intervention £7500 (Literacy support teacher £1215 (Library loans) £1158(Family learning)</p>
<p>Ensure % PP pupils attaining greater depth in reading writing GPS and maths in KS2 increases closing the gap to other pupils nationally Reading- School: 0% Nat:23% Writing- School: 4% Nat:18% Maths- School:0% Nat:20% GPS- School – 9% Nat:27%</p>	<ul style="list-style-type: none"> • Success ladders utilised and developed • Purchase of additional spelling and grammar support materials • CPD Spelling twiilghts 		<p>Targeted support needed to get more children to greater depth including metacognition, resilience and thinking skills strategies</p>	<p>£3059(Reading spelling intervention £7458 (SEN lead intervention £5000 (Library refurbishment) £3500 (Resources CPD)</p>

<p>In year attainment Increase the % of pupils in each year group attaining expected standard in reading writing and maths</p>	<ul style="list-style-type: none"> TA intervention PPPs 	<table border="1" data-bbox="981 236 1245 400"> <thead> <tr> <th>%</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>43</td> <td>43</td> <td>57</td> </tr> <tr> <td>3</td> <td>73</td> <td>62</td> <td>62</td> </tr> <tr> <td>4</td> <td>77</td> <td>59</td> <td>68</td> </tr> <tr> <td>5</td> <td>70</td> <td>70</td> <td>75</td> </tr> </tbody> </table> <p>Green = at or above National Red= below national</p>	%	R	W	M	1	43	43	57	3	73	62	62	4	77	59	68	5	70	70	75	<p>Writing has become an issue across the board Further work on transition between EYFS and Y1 and Y1/2 needs to be developed further</p>	<p>£26,000 (small group/ In class TA support) £3000 (resources CPD)</p>
%	R	W	M																					
1	43	43	57																					
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To increase the % PP children taking part in at least 1 extra- curricular activity across the year to 76%</p>	<ul style="list-style-type: none"> Widen offer Learning mentor taking responsibility for Children's University 	<p>46% of Pupil Premium children took part in at least 1 activity in KS2</p>	<ul style="list-style-type: none"> Learning mentor having responsibility for Children's University provided continuity and consistency of approach – to be continued Tracking system of PP provision needs to be established separately Target PP children for clubs 	<p>£13,340 (learning mentor) £ 4,000 (Ed visits) £3,000(Children's university)</p>
<p>To ensure that appropriate support is provided to all pupils particularly PP pupils in order for children to swim a minimum of 25 metres unaided</p>	<ul style="list-style-type: none"> All classes in KS1&2 receiving swimming lessons for at least half a term taught by qualified swimming instructors 	<p>17 out of 21 PP children were able to swim 25 metres(81% compared to 92% of all)</p>	<ul style="list-style-type: none"> Children feel sense of achievement Children learn a life skill 	<p>£2,800(swimming)</p>
<p>To increase the attendance of FSM (Not PP) within each year group 2015-16 94.11%</p>	<ul style="list-style-type: none"> Attendance action plan 	<p>FSM attendance 2016-17 94.09%</p>	<ul style="list-style-type: none"> More robust procedures to be implemented 	<p>£13,000</p>

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk