



Pupil Premium spend 2016 - 2017

Total Pupil Premium Funding : 2016 - 2017	Pupil Premium budget 2016 – 2017 = £178,500 Carried forward from 2015 – 2016 = £8,900 Total Pupil Premium budget = £187,402
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At the Leys Primary and Nursery School we have 4 main objectives to consider regarding how we spend the Pupil Premium budget.

Objective 1: To narrow the attainment gap between the pupil premium and non-pupil children across the school.

Objective 2: To increase the attendance and punctuality of the most vulnerable children in the school in line with National average.

Objective 3: To provide well-being support for vulnerable families and children across the school.

Objective 4 - To provide enrichment activities to widen life experiences and raise aspiration.



Key Objective 1: Teaching and learning

To narrow the attainment gap between the pupil premium and non-pupil premium children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) - this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

This objective will be met by the following means:

- 1) Splitting the current Year 6 classes into 3 classes (instead of 2 classes) for daily maths lessons
- 2) Continuing to employ an additional teacher to maintain 3 smaller Year 4 classes
- 3) Providing 1:1, 1:2 and small group tuition for Yr 6 children needing additional support as well as for other underperforming children in KS2
- 4) Providing additional phonic support to the Year 1 cohort
- 5) Employing a member of staff to work on a part time basis with children who need specific wave 3 (SEND) support (from April to July 2016)
- 6) Providing early intervention support in the early years to accelerate the progress that the children make with the communication and language development



- 7) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided
- 8) A pupil premium mentor who will work with children on a 1:1 basis across the school to support with feedback and marking and developing metacognitive skills.

Rational: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

- Early intervention - children make +5 months progress.
- Feedback and marking - children make +8 months progress.
- Metacognition and self-regulation - children make +8 months progress
- 1:1 tuition - children make +5 months progress
- Phonics - children make +4 months progress
- Reducing class sizes - children make +3 months progress
- Extending school time - children make +2 months progress
- Mastery learning - children make +5 months



Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment				
01/04/16	April - July - 0.9 contract Sept - March 0.7 contract	Pupil Premium teacher. Working with small groups of children in class and on 1:1 basis for pupil premium conferencing sessions to accelerate learning.	6	Max 60	£36,418	17 PUPILS	Diminishing the difference	Disadvantaged pupils	Non disadvantaged pupils	National other 2016
						Reading EXP+	Out performing	88.2%	76.5%	72%
						Reading GDS	Out performing	35.3%	41.2%	23%
						Writing EXP/GDS	Gap diminishing	76.5%	82.4%	79%
						Writing GDS	closed	17.6%	29.4%	18%
						Maths EXP+	Out performing	88.2%	79.4%	76%
						Maths GDS	Out performing	35.3%	23.5%	20%
						R/W/M combined EXP	Out performing	70.6%	64.7%	60%



						R/W/M combined GDS	Out performing	11.8%	11.8%	7%
						GPS EXP	Out performing	82.4%	91.2%	78%
						GPS GDS	Out performing	47.1%	35.3%	27%
01/04/16	Full Time from April 2016 - end of July 2016	Additional Yr 4 class teacher to maintain smaller classes.	4	72	£13,610	Smaller class was funded from April 2016 till July 2016				
Spring 2017	1hr per week for 10 weeks	1:1 and 1:2 tuition and small group tuition	KS2	8	£1,118	<u>Year 6</u> Child A maths tutoring. Achieved EXP (age related) Child B maths tutoring. Achieved EXP (age related) Child C maths tutoring. Achieved EXP (age related) Child D writing tutoring. Achieved EXP (age related) Child E writing tutoring. Achieved EXP (age related) <u>Year 5</u> Child F maths tutoring has made progress with her own personal targets but not yet evident through school based data collection.				
01/04/16	0.6 (5 x am and 1 x pm)	Booster ECAR Teaching	1	72	£13,153	ELF - 1 disadvantaged pupil had a six week block of lessons and progressed from reading level 1 to 4. His phonic knowledge has				



					<p>improved within phase 2 although he is not yet secure.</p> <p><u>Reading Recovery</u></p> <p>2 Year 1 disadvantaged pupils had Reading Recovery provision</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>RR level start</th> <th>RR level end</th> <th>Rdg age start</th> <th>Rdg age end</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>3</td> <td>16</td> <td>6y 1m</td> <td>7y 1m</td> </tr> <tr> <td></td> <th>RR level start</th> <th>RR level end</th> <th>Phonics phase start</th> <th>Phonics phase end</th> </tr> <tr> <td>Child B</td> <td>1</td> <td>4 red</td> <td>2w</td> <td>2w</td> </tr> </tbody> </table> <p><u>Year 2 Phonics</u></p> <p>Year 2 phonics group. 4 disadvantaged pupils were supported with their phonics</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Phonic screening score (32 = pass)</th> <th>Phonic phase</th> <th>Reading recovery level</th> <th>Reading standard</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>34</td> <td>5S</td> <td>21</td> <td>WTS</td> </tr> <tr> <td>Child B</td> <td>35</td> <td>5S</td> <td>15</td> <td>Below</td> </tr> <tr> <td>Child C</td> <td>34</td> <td>5W</td> <td>20</td> <td>EXS</td> </tr> <tr> <td>Child D</td> <td>38</td> <td>5W</td> <td>21</td> <td>WTS</td> </tr> </tbody> </table>	Pupil	RR level start	RR level end	Rdg age start	Rdg age end	Child A	3	16	6y 1m	7y 1m		RR level start	RR level end	Phonics phase start	Phonics phase end	Child B	1	4 red	2w	2w	Pupil	Phonic screening score (32 = pass)	Phonic phase	Reading recovery level	Reading standard	Child A	34	5S	21	WTS	Child B	35	5S	15	Below	Child C	34	5W	20	EXS	Child D	38	5W	21	WTS
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						<p>7 disadvantaged pupils were supported with their reading and reading comprehension skills. All 7 achieved age related expectations at the end of year 2.</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Reading recovery level</th> <th>Reading standard</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>Free reader</td> <td>EXS</td> </tr> <tr> <td>Child B</td> <td>25</td> <td>EXS</td> </tr> <tr> <td>Child C</td> <td>24</td> <td>EXS</td> </tr> <tr> <td>Child D</td> <td>27</td> <td>EXS</td> </tr> <tr> <td>Child E</td> <td>20</td> <td>EXS</td> </tr> <tr> <td>Child F</td> <td>28</td> <td>EXS</td> </tr> <tr> <td>Child G</td> <td>20</td> <td>EXS</td> </tr> </tbody> </table>	Pupil	Reading recovery level	Reading standard	Child A	Free reader	EXS	Child B	25	EXS	Child C	24	EXS	Child D	27	EXS	Child E	20	EXS	Child F	28	EXS	Child G	20	EXS
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01/04/16	Full Time	Speech and Language Teaching Assistant	Whole School	52	£7,235	<p>Worked with 2 disadvantaged pupils who had 1:1 speech programmes and both of these children have both been discharged as they have met all of their targets.</p> <p>3 other disadvantaged children also have 1:1 speech and language programmes. 1 of these children (Nursery chd) has met all 4 of his targets within the sessions but needs to apply what has been learnt into his everyday speech. 1 of these children (Year1) has met all of his 1:1 targets and is now awaiting new targets to be set by speech and</p>																								



						<p>language therapist. In the meantime working on developing phonological awareness knowledge. The 3rd child (Rec) had new targets set in March and has already achieved one of these and making good progress with other 2 targets.</p> <p>4 other disadvantaged pupils also have access to speech and language group interventions 3 times a week (EYFS). 4 of these children are much more confident are now much more confident during the group work sessions and back in class.</p> <p>Child A (Nursery) Has achieved 6 WELLCOMM targets since May.</p> <p>Child B (Nursery) has been having Talking Time provision which has boosted her confidence to give opinions and discuss things. She will no longer require sp/lang provision.</p> <p>Child C (Rec) has had Talk Boost provision since May. Has made 1 step in 3 bands, has made 4 steps in another band, 0 steps in 2 bands</p> <p>Child D (Nur) has had very poor attendance this year and as a result he has achieved 2 WELLCOMM targets since May.</p>
01/04/16 - 21/07/16	Part time	SPLD teacher employed to work with individual children in KS2	12	4/5	£6,283	<p>3 SPLD chd completed a spelling and reading provision. 3 of these children made beyond expected progress and 2 chd made expected progress after receiving additional support.</p> <p>9 chd from Year 5 had support with reading comprehension</p>
01/04/16	Part Time	Teacher to support more able Pupil			£3,440.60	<p>25 enrichment events for more able chd in years 1 - 6 took place. Across the school 61% of pupil premium children attend at least one event.</p>



		Premium				<table border="1"> <thead> <tr> <th></th> <th>% of PP children who attended at least 1 event</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>35%</td> </tr> <tr> <td>Year 2</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>45%</td> </tr> <tr> <td>Year 4</td> <td>70%</td> </tr> <tr> <td>Year 5</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> </tr> </tbody> </table> <p>"I learnt that there are three main layers of the earth and that there are two types of crust, continental and oceanic. The heat at the core is as hot as the surface of the sun."</p> <p>"I learnt how to paint blossoms using thin and thick lines with paintbrushes."</p> <p>"I liked listening to the timeline session, we were able to learn lots of extra information".</p> <p>"I enjoyed learning new Japanese words, the actions helped."</p>		% of PP children who attended at least 1 event	Year 1	35%	Year 2	60%	Year 3	45%	Year 4	70%	Year 5	80%	Year 6	73%
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01/04/16	Full Time	Pupil Premium mentor to raise children's attainment through 1:1 support and improve attendance and punctuality	Whole school	510	£19,021	<p><u>Autumn term</u></p> <p><u>Year 2 writing.</u> Worked with 4 disadvantaged pupils. 3 of these pupils made good progress and 1 made accelerated progress.</p> <p><u>Year 3 maths.</u> Worked with 1 disadvantaged pupil. Data unavailable due to staff long term sickness.</p> <p><u>Year 3 writing.</u> Worked with 2 disadvantaged pupils. Data unavailable due to staff long term sickness.</p> <p><u>Year 4 writing.</u> Worked with 1 disadvantaged pupil. This pupil made good progress</p> <p><u>Year 4 Reading.</u> Worked with 1 disadvantaged pupil. This pupil made</p>														



					<p>good progress <u>Year 5 writing.</u> Worked with 5 disadvantaged pupils. 4 of these pupils made good progress and 1 made accelerated progress. <u>Year 5 reading.</u> Worked with 2 disadvantaged pupils. 1 child made good progress and 1 made accelerated progress <u>Year 5 maths.</u> Worked with 10 disadvantaged pupils. 6 pupils made good progress and 4 made accelerated progress</p> <p><u>Spring Term - Year 5</u> <u>Reading.</u> Worked with 12 disadvantaged pupils. 10 of these children made good progress and 2 made accelerated progress. <u>Writing</u> Worked with 8 disadvantaged pupils. 3 children made good progress and 5 children made accelerated progress. <u>Maths</u> Worked with 8 disadvantaged pupils. 6 children made good progress and 2 children made accelerated progress. <u>Year 6 reading comprehension.</u> Worked with 4 disadvantaged pupils. All 4 of these children achieved EXP at the end of Year 6.</p> <p><u>Summer term - Year 5</u> <u>Reading</u> - worked with 7 disadvantaged pupils. 5 of these pupils have made good progress and 3 have made accelerated progress. <u>Writing</u> - worked with 10 disadvantaged pupils. 6 of these children have made good progress and 4 have made accelerated progress <u>Maths</u> - worked with 10 disadvantaged pupils. 3 of these children have made good progress and 7 have made accelerated progress</p>
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Feb and Mar 2017	2 part time teachers	Intervention teachers to work with Year 6 pupils prior to SAT's	Year 6	10	£2,909	17 PUPILS	Diminishing the difference	Disadvantaged pupils	Non disadvantaged pupils	National other 2016
						Reading EXP+	Out performing	88.2%	76.5%	72%
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						GPS EXP	Out performing	82.4%	91.2%	78%
01/04/16	Part time	1:1 support for a SEN child	4	1	£1,320	<p>At the beginning of the summer term he wasn't a free reader and wasn't reading daily in school. At the end of the term he has been benchmarked as a free reader. He has a much better understanding of the text and can answer comprehension questions in more depth. He is now coming into school a lot calmer and settles quicker to his initial reading activity. Joins in more with whole class lessons and has established a new friendship with a child in the class who will support him in tasks especially maths. He is now starting to join his handwriting through encouragement and praise, has more imaginative ideas and using punctuation more accurately. In maths he is working more independently and with time and encouragement he is able to solve more problems. He is now more aware of other children around him and their needs and has begun to comfort them when they are in distress. Previously he would have struggled with transitions but this has greatly improved and he has managed these much more successfully this term.</p>				
01/04/16	1 afternoon per week	Deputy Head teacher PP co coordinator role			£5460	<ul style="list-style-type: none"> • Raised profile of diminishing the gap between disadvantaged and non-disadvantaged pupils across the school. • Monitored and tracked progress and ensured all pupil premium pupils received the additional support and intervention they need in order to make accelerated progress. • School was recognised as spending the pupil premium budget effectively by Herts for Learning advisor • Embedded a reflective approach across the school so that children have developed the skills to understand how to improve their learning. 				



Key Objective 2: Attendance and punctuality

To work with vulnerable families and focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.

This objective will be met by the following means:

- 1) A pupil premium mentor is employed who as part of her role monitors and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly.
- 2) Pupils attendance is continuously monitored and the pupil wellbeing team meet twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required.
- 3) The family worker and pastoral support worker work with many pupil premium families directly regarding the children's attendance and punctuality. Parents are offered financial support towards school uniform, school trips, extra-curricular activities, breakfast and after school clubs etc if they are successful in increasing the children's % of attendance within an agreed period of time.



Rational:

DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following:
 "There is a clear link between poor attendance at school and lower academic achievement."

Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
01/04/16	Full Time	Pupil Premium mentor to monitor and support the attendance and punctuality of individuals.	Whole school	510	£19,021	In the autumn term 22 children's attendance and punctuality was being monitored weekly. By Feb '17 6 of these children had made significant improvements and no longer needed high levels of monitoring. In the spring and summer term 26 children's attendance and punctuality was being monitored weekly. By the end of the summer term 6 more children had made significant improvements and no longer needed high levels of monitoring.



							Attendance prior to support	Attendance after support has been provided	Punctuality prior to support	Punctuality after support has been provided
						Child A Year 5	93.8%	96.5%		
						Child B Year 4			22 significant lates	0 lates
						Child C	91.9%	95.2%		
						Child D Year 4	70%	90.4%		
						Child E Year 4	88.2%	93.1%		
01/04/16	2 x Full time members of staff	Pupil well-being worker and Family Worker (supporting	Whole school	High no. of vulnerable families	£44,505	CP/CIN plan families/pupils – monitoring & support, attending regular meetings, providing information & writing reports. Throughout the year 8 pupils all of whom are PP				



		<p>vulnerable families/attendance and safeguarding/CAF's & supporting behaviour/vulnerable EBD pupils)</p>			<p><u>Families/pupils with interventions from other agencies</u> - IFST; school health; health visitors; children's centre; PALMS; TYS; police etc. Monitoring & support as when required. From making the initial referral (not always taken up), providing information & feedback to the agency involved. 3 referrals have been rejected by outside agencies. (2 were PP) 5 families working with individual agencies (4 pupils are PP)</p> <p><u>Pupils/families with CAF (Now a Families First Assessment)</u> - meet with family to get information to write assessment, facilitate plans & liaise with other agencies involved as required. Attend regular meeting, update action plans & facilitate & monitor these. Throughout this year 7 families have been supported through this process (9 pupils all of whom are PP)</p> <p><u>Pupils potentially at risk</u> - monitoring & support as required. (33 pupils of whom 25 are PP)</p> <p><u>Transition pupils</u> identified for extra support with transitions but not supported through recognised external programmes (8 pupils of whom 5 are PP)</p> <p><u>Peer mentors</u> 30 x current Y5 pupils identified for training in the new term. 15 current Y6 pupils were trained at the beginning of the academic year & were active in supporting positive play throughout September - Christmas. (6 of these pupils are PP)</p> <p><u>Pupil work</u> - Protective Behaviours, Anger Management, Mentoring, Personal Hygiene & Bereavement. (8 pupils of</p>
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					<p>whom 4 are PP)</p> <p>Individual work as identified & required throughout the year</p> <p><u>Individual parent/family work/parent coaching</u> - parents of 70 PP children (from approx. 45 families) have received input</p> <p><u>Sign posting parents to externally provided workshops</u> Information sent home to target parents re 8 different courses being run locally. To our knowledge no places were booked. Short notice places arranged for 2 parents on a course who did not then attend</p> <p><u>Attendance</u> - follow up meetings with parents (only 5* families throughout this year- all PP) <u>Workshops/ parent groups</u> ADHD/ASD parent group run termly with AB - 9 parents attended (5 of PP pupils)</p>
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Key Objective 3: Pupil wellbeing

- To improve attendance and punctuality of the Pupil Premium group of children
- To overcome emotional/social barriers to learning including supporting transitions at home or in school
- To support pupil premium children and their families through multi-agency working
- To provide social skills intervention in context
- To work closely with vulnerable families and provide support on a day to day basis.

This objective will be met by the following means:

- 1) The school employs a full time Family Worker and a full time Pastoral support worker. They both support vulnerable families and the children in school. The Family worker is part of the safeguarding team and supports families through the Common Assessment Framework assessment (CAF). The Pastoral worker supports children who need additional support managing their behaviour as well as children with emotional, behaviour difficulties.
- 2) We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy in this specialist service from Herts For Learning.



3) We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

4) The research shows that children with better health and wellbeing are more likely to achieve better accemically. We know that if children don't have breakfast or a mid morning snack then this affects their concentration and attention spans. The early yaers and KS1 children are provided free fruit daily but we have also extended this opportunity for all of the KS2 children also.

Rational: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

Parental Involvement - children make +3 months progress

Social and emotional learning - children make +4 months progress

Behaviour Interventions - children make +4 months progress

Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.



Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment				
01/04/16	2 x Full time members of staff	Pupil well-being worker and Family Worker	Whole school	High no. of vulnerable families	£44,505	<p><u>Pupil Well being</u> Children displaying challenging behaviour, emotional difficulties, difficulties with transition or require extra support are offered early intervention - settling into school, meet and greet, breakfast club, closely monitored, behaviour charts, target setting, incentives, lunch time support and 1:1 as required. The vast majority of socially disadvantaged children have met their individual targets: Children's behaviour and wellbeing has improved considerably over the last 12 months - Nest pupils have mostly all reached their targets and achieved their goals. Case study shows that wellbeing support has had a positive impact, there has been a reduction of red cards and incidents and reduced number of exclusion.</p> <p>Case study A:</p> <table border="1" data-bbox="1444 1161 2078 1273"> <thead> <tr> <th data-bbox="1444 1161 1765 1198">Term 1</th> <th data-bbox="1765 1161 2078 1198">Term 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="1444 1198 1765 1273">25 incidents and 2 exclusions</td> <td data-bbox="1765 1198 2078 1273">3 incidents 0 exclusions</td> </tr> </tbody> </table> <p>Pupil wellbeing coordinator regularly meets with</p>	Term 1	Term 2	25 incidents and 2 exclusions	3 incidents 0 exclusions
Term 1	Term 2									
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						parents of NEST pupils providing feedback on pupil's progress. We provide parents with support and advice as well as behaviour management tools such as caught you being good cards, charts and reward systems to promote positive behaviour and promote consistency between home and school. Pupil wellbeing co-ordinator, supporting through - 1:1 sessions, peaceful problem solving 1:2 and groups, Social skills groups, Lunchtime social skills club, reflection sessions, Work with parents, CAF process, attend appointments with external agencies e.g. CDC/CAMHS as required.
01/04/16	6 sessions per week x 50 mins	Counselling in Schools Service (outside agency)	KS2	12	£6,360	<p>13 pupils (7 PP) have accessed the service during this academic year - 12 through paid sessions and a further pupil through the crisis funding following the death of GP.</p> <p>Average number of sessions per pupil has been 16 (within the range of 7 sessions to 27 sessions according to clinical need)</p> <p>12 pupils (6 PP) are currently on the waiting list</p> <p>Client outcome response to wellbeing & improvement scales in the range of 1-10 in the following categories (8 responses available). All</p>



						clients showed positive outcome.																																													
						<table border="1"> <thead> <tr> <th></th> <th>Me (How I'm doing) -</th> <th>Family (How client sees family currently)</th> <th>School (How I'm doing)</th> <th>Everything (Overall)</th> </tr> </thead> <tbody> <tr> <td>Client 1</td> <td>3- 5</td> <td>2-5</td> <td>4-5</td> <td>2-4</td> </tr> <tr> <td>Client 2</td> <td>6-8</td> <td>3-6</td> <td>5-8</td> <td>5-8</td> </tr> <tr> <td>Client 3</td> <td>3-5</td> <td>2-4</td> <td>4-6</td> <td>2-6</td> </tr> <tr> <td>Client 4</td> <td>5-6</td> <td>6-7</td> <td>5-7</td> <td>5-7</td> </tr> <tr> <td>Client 5</td> <td>5-7</td> <td>2-5</td> <td>2-5</td> <td>5-6</td> </tr> <tr> <td>Client 6</td> <td>7-10</td> <td>2-8</td> <td>5-9</td> <td>5-9</td> </tr> <tr> <td>Client 7</td> <td>2-5</td> <td>1-3</td> <td>2-5</td> <td>2-5</td> </tr> <tr> <td>Client 8</td> <td>4-9</td> <td>4-8</td> <td>1-5</td> <td>4-7</td> </tr> </tbody> </table>		Me (How I'm doing) -	Family (How client sees family currently)	School (How I'm doing)	Everything (Overall)	Client 1	3- 5	2-5	4-5	2-4	Client 2	6-8	3-6	5-8	5-8	Client 3	3-5	2-4	4-6	2-6	Client 4	5-6	6-7	5-7	5-7	Client 5	5-7	2-5	2-5	5-6	Client 6	7-10	2-8	5-9	5-9	Client 7	2-5	1-3	2-5	2-5	Client 8	4-9	4-8	1-5	4-7
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Client 2	6-8	3-6	5-8	5-8																																															
Client 3	3-5	2-4	4-6	2-6																																															
Client 4	5-6	6-7	5-7	5-7																																															
Client 5	5-7	2-5	2-5	5-6																																															
Client 6	7-10	2-8	5-9	5-9																																															
Client 7	2-5	1-3	2-5	2-5																																															
Client 8	4-9	4-8	1-5	4-7																																															
Autumn term '14	Completed once per	PASS (pupils attitudes towards self and school)	Whole school	498	£1,542	In KS1 - Of the 8 PP chd whose PASS results were lower than expected in Oct '16, 4 out of 8 children in KS1 improved their PASS assessments,																																													



	year	online survey				<p>3 had no significant changes and 1 child's PASS results had further deteriorated. The survey also indicated that a further 2 pupils will need further support in the autumn term as their PASS results were lower than their results in Oct 16.</p> <p>In KS2 - Of the 28 PP children whole PASS results were lower than expected in Oct '16 11 children have improved their PASS assessments in July 17, 7 had no significant changes and 9 children had further deteriorated. The survey also indicated that a further 10 pupils will need further support in the autumn term as their PASS results were lower than their results in Oct 16.</p>
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Key Objective 4: Enrichment Activities

To ensure equal access to enrichment activities within the curriculum.

To provide individual support.

To provide enhanced curriculum opportunities

This objective will be met by the following means:

- 1) Subsidising the cost of the Year 6 residential trip so that all pupil premium children have the opportunity to attend.
- 2) Working with parents to set attendance/learning targets in exchange for financial contributions towards school trips, school uniform, swimming lessons, breakfast and after school placements or educational resources.
- 3) All pupil premium children have the opportunity to attend an after school ICT club.
- 4) Opportunity to attend an after school reading club if reading is below expected level of attainment.

Rational:

When OFSTED make a judgement whether a school is good or outstanding they are looking to see if "Enrichment activities are varied and have a high take up across most groups of pupils."



"It provides 'memorable experiences'. Ofsted's survey evidence indicates that when pupils remember 'exciting events', they recall the learning deeply as well. "

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
Autumn term '16	N/A	Subsidising cost of residential trip (Manor Adventure)	Yr 6	17	£1,300	13 of the 17 Disadvantaged pupils attended Manor adventure and accessed the available funds.
01/04/16	N/A	Contributions towards cost of school uniform, school trips, educational books, breakfast club, after school club etc	Whole school	50	£258	Only £100 was allocated to 3 families who were set and achieved the attendance targets set for their children. All 3 families spent the money on updating and replacing school uniform at the start of the academic year. All 3 pupils have been appropriately dressed in school. It was decided however to not continue with this incentive as even though parents were engaging in the targets set for the period of time set, there was little evidence of the long term impact after the incentives had been rewarded.
Sept '16 - July '17	1 x per week	Year 4 subsidised weekly swimming costs	4	20	£1722.00	All disadvantaged pupils were able to access weekly swimming lessons. 8 out of the 20 children are now able to swim the required length of 25 m by the end of year 4. Many of the other children achieved their



						10m badge by the end of term. All chd far more confident in the water and not needing as much assistance as they did at the beginning of the year.
April '16 - July '16	5 x daily	Provide fruit for all of K.S2 classes (Rec and KS1 already have fruit provided)	KS2	202	£1953	Pupil voice from 202 KS2 children Children were able to concentrate better in class after mid-morning break after having the fruit. It also ensured that for the children who don't come to school in the morning having breakfast had something to eat.
Sept '16 - July '17	4 x 1hr per week	Cost for an additional adult to support the PP after school ICT club. Children use packages such as mathletics, reading eggs and reading + to enhance their learning opportunities.	R - Yr 6	Up to 60 pupils per week	£855	All the children completed a pupil voice questionnaire at the end of this academic year. They all said that they enjoyed coming to the club and that they can see improvements in their reading and reading comprehension skills, phonics, maths and developing their computer skills. Some children have been offered more than 1 session per week if it was felt that this would benefit their learning further.