



The Leys Primary School Pupil Premium Strategy and spend

Academic year: <b>2017 - 2018</b>	Date of most recent PP review: <b>June 2017</b>	Total PP budget: <b>£166,320</b> Carried forward from 2016 – 2017 = <b>£18,396</b>  Total Pupil Premium budget = <b>£184,716</b>	Total number of pupils: <b>458 (Yrs R - 6)</b> Number of pupils eligible for PP: <b>119</b>
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Current Attainment	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE reading	80%	88%
% achieving GD reading	18%	34%
% achieving ARE writing	78%	85%
% achieving GD writing	13%	27%
% achieving ARE maths	77%	87%
% achieving GD maths	21%	27%
% achieving ARE reading/writing/maths combined	43%	61%



## Barriers to future attainment

A	Attendance rates for pupils eligible for PPG are currently 95% which is slightly lower than % rate for pupils not eligible for the PPG. This reduces their school hours and affects their progress and attainment.
B	There is a lot of mobility in our school for the disadvantaged pupils. Of the 119 pupils we currently have on role, 40 of them have attended at least one or two schools previous to joining our school (34%).

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 close the attainment gap between disadvantaged and non-disadvantaged 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 ensure that a higher % of more able children (compared to 2016 - 2017) make more than expected progress.

**Objective 4:** To provide well-being support for vulnerable families and children across the school.

**Objective 5** - To provide enrichment activities to widen life experiences and raise aspiration.



## Key Objective 1: Teaching and learning

To narrow the attainment gap between the disadvantaged and non-disadvantaged 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) and Ever 6 pupils - 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) In Sept the Year 6 classes will be given further support in the morning for core subjects.
- 2) 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
- 3) A pupil premium teacher will be supporting in Year 6 to support the learning, progress and accelerate the attainment of the disadvantaged pupils through support in class and through individualised provision.
- 4) Providing early intervention support in the early years to accelerate the progress that the children make with the communication and language development
- 5) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided
- 6) In LKS2 and UKS2 we have employed 2 pupil premium mentors who will work with children on a 1:1 basis



to support with their next steps, addressing their feedback and marking effectively, developing metacognitive skills and addressing gaps within children's knowledge for core skills.

- 7) In the EYFS and KS1 a part time pupil premium teacher has been employed to support the learning, progress and accelerate the attainment of the disadvantaged pupils through support in class and through individualised provision.
- 8) In Sept we will have a teacher working with the more able disadvantaged pupils and high prior attainers across the school to provide enrichment activities across the curriculum as well as supporting in class with mastery and challenge in core subjects.
- 9) To provide 1:1 support for a SEND PP pupil in class in the mornings.

**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



Planned Expenditure						
Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment <span style="background-color: yellow;">Yellow - autumn term</span> <span style="background-color: #90EE90;">Green - spring term</span> <span style="background-color: #ADD8E6;">Blue - summer term</span>
01/04/17	0.7	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	33 pp chd in year group	£33,921	<span style="background-color: yellow;">Oct '17 - book scrutiny of English books showed very positive progress from the beginning of term with most supported pupils.</span>  <span style="background-color: yellow;">End of autumn term data. Support for Year 6 reading - 2 children have made accelerated progress, 3 chd have made good progress and 2 chd have made less than good progress. Support for Year 6 writing - 8 chd have made accelerated progress and 2 chd have made good progress.</span> <span style="background-color: #90EE90;">End of spring term - During this term PPG teacher rotated groups with PPG mentor to ensure all chd were supported by the teacher. <u>Reading</u> - 14 pupils were supported. 6 out of the 14 are predicted to pass. <u>Writing</u> - 17 pupils were supported by the teacher. 7 are predicted to achieve EXP level</span>



						<p>of development and 7 are predicted to achieve GD. 3 pupils supported won't achieve EXP despite them making positive progress within the term.</p> <p><u>Maths</u> - 11 pupils supported at the beginning of term. 1 pupil made very good progress so moved to the next set up. 2 new chd joined the group who came from a lower ability set. Another pupil joined the higher ability set mid point. Of the 11 pupils 0 were predicted to pass the maths SAT however 5 of them were working at broadly ARE when tested at the end of spring. All of the chd made noticeable progress from the beginning of the autumn term to end of the spring term when comparing test assessment data.</p>
09/17	0.6	KS1 Pupil Premium teacher	EYFS/KS1	22 pp chd in EYFS and KS1	£13,572	<p><u>End of spring term - Reading Recovery</u> – 1 chd supported who progressed to level 9 and a reading age of 6y 7m (chron age 6y 4m). His letter identification (54/54), single word reading (23/23) and sentence writing all improved dramatically.</p> <p><u>Phonics</u> – 1 chd supported who is now secure phase 5 and expected to pass the phonic screening check.</p> <p>Year 3 pupil who failed Year 2 phonics screening – she will be screened again in the</p>



						next couple of weeks to see impact of provision
09/17	Full Time	LKS2 Pupil Premium mentor to raise children's attainment through whole class, small group and 1:1 support	3/4	40 pp chd in LKS2	£8,126 80% of salary	<p>End of autumn term - Disadvantaged pupils in Year 4 are now attaining in line with non-disadvantaged pupils and have made the same progress in reading, writing and maths as non-disadvantaged pupils.</p> <p>End of spring term - Support for year 3 reading - 4 chd are supported with Catch up Reading. 1 chd moved up 1 level on benchmarking, 2 chd made 2 levels progress on benchmarking and 1 pupil made 4 levels on benchmarking.</p> <p>Support for Year 3 reading comprehension - 4 chd have been supported. They have all made good progress and now worked at age related expectations. 1 new child is now being supported who joined the school at the end of the term.</p> <p><u>Support for Year 4 reading</u> - 2 chd have Catch up reading and have support 3 times a week. They have both made good progress. One of the chd has moved up 3 levels when benchmarked. The other chd wasn't assessed at the end of the term.</p> <p><u>Support for Year 4 writing Diminishing the Difference project</u> - Support has been given</p>



						to 4 chd. 3 have made good progress and 1 has made better than good progress. All 4 chd will have met their projected targets by the end of the academic year+ <u>Support for year 4 writing</u> - 3 chd supported (SEND) all chd made good progress this term <u>Support for Year 4 maths</u> - 4 vhd supported. 3 chd made good progress and 1 made better than good progress. All chd SEWND and working towards ARE
01/04/17	Full Time	UKS2 Pupil Premium mentor to raise children's attainment through small group and 1:1 support	5/6	53 pp chd in UKS2	£17,866 80% of salary	<u>End of autumn term</u> - Support for Year 6 reading - 6 chd have been supported and all have made good progress this term. Support for Year 6 writing - 2 have made accelerated progress and 8 have made good progress this term. Support for Year 5 reading - 4 children have made accelerated progress, 5 have made good progress and 4 have made less than good progress. Support for Year 5 writing - 4 chd have made accelerated progress and 4 have made good progress. Support for Year 5 maths - 2 have made good progress and 3 have made less than good progress. Year 5 chd will have alternative support for maths due to minimal impact had this term.





						<p><u>End of spring term</u> - Support for Year 6 reading - 8 chd have been supported and all have made good progress this term. One child made accelerated progress. Other impact is that chd have improved speed of reading and retrieving the answers from the text quicker.</p> <p>Support for Year 6 writing - 1 chd made accelerated progress and 8 have made good progress this term and 1 made no progress. 1 of the children is now working at ARE. Other impact is improved attitude towards learning and improvements in presentation and handwriting from some pupils.</p> <p>Support for Year 5 reading - 12 chd have made good progress and 1 of the children is now working at ARE. Other impact are improved attitudes towards learning, more confidence answering questions and greater fluency in reading for some pupils.</p> <p>Support for Year 5 writing - 2 chd have made accelerated progress and 9 have made good progress. 1 chd made no progress. 2 chd are now working at ARE. Other impact is more positive attitude towards writing, increased speed of writing and improvement in handwriting for some pupils.</p> <p>Support for Year 5 maths (most able) - 2 have made accelerated progress, 2 have made good</p>
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						progress. 2 chd are working at ARE and 2 are working at GD. Other impact is chd able to solve problems more accurately by being able to recognise calculations needed to solve problem and increased confidence for some pupils.
20/09/17	Full time	KS1 Pupil Premium mentor to raise children's attainment through small group and 1:1 support	1/2	22 pp chd in KS1	£6,818 80% of salary	<p><u>End of autumn term</u> - Support for Year 2 writing - 5 chd have made good progress and 3 chd have made less than good progress. 1 year 2 pupil has received a 1:1 phonics provision which has helped him to achieve accelerated progress this term.</p> <p><u>End of spring term</u> - 1 PPG/SEND chd left</p> <p><u>Year 1 Phonics</u> - 3 chd were supported. 2 chd moved from working on phase 2 to phase 3 sounds and another chd made good progress and might pass phonics screening test.</p> <p>Maths - 1 chd supported. Date doesn't show improvement however small steps of improvement including being able to count to 10, count to 5 with 1:1 correspondence and recognising numbers 1 - 10.</p> <p><u>Year 2 writing</u> - 4 chd given intense support. All made good progress except for 1 pupil who made smaller steps of progress (spelling CCVC words and some HFW, more positive attitude</p>



						towards writing). <u>Reading</u> - 2 chd made better than good progress and 1 chd made good progress. <u>Maths</u> - 2 chd made good progress. Another pupil didn't make progress on data but during this term achieved more of the 40-60S objectives and some ELG objectives.
01/04/17	1hr per week for 10 weeks	1:1 and 1:2 tuition and small group tuition	KS2	10	£4,000	<u>End of autumn term</u> - 1 Yr 6 disadvantaged child is being tutored for maths at present and is being predicted to achieve greater depth. So far only had 3 tutoring sessions so little data impact but is beginning to read questions more carefully, is feeling more confident about maths and is coping better with time restrictions. Further children will be identified and supported once current sessions for reading tutoring are finished. <u>End of spring term</u> - 4 disadvantaged pupils had tutoring for maths to either reach ARE or GD. Impact can be evaluated once SAT's results have been received.
01/04/17	Full Time	Speech and Language Teaching Assistant	Whole School	52	£8,649	<u>End of autumn term</u> - This term 1 Rec pupil (only disadvantaged pupil supported in this group) has made exceeding progress in a Talk Boost intervention group where she made 18 points progress compared to other chd who made 8 points progress and has also made 1



						band progress for CL at the end of the term. In Year 1 a disadvantaged pupils has made 1 band progress on WELLCOMM screening and has increased in confidence. <u>End of spring term</u> - This term the Reception pupil has had 1:1 speech and language sessions 1 x per week and made good progress with correctly pronouncing her target sounds in isolation and we are now working on transferring this to blending accurately with a vowel sound.
01/04/17	Part time	1:1 support for a SEN child	4	1	£1,320	<u>Oct '17</u> - Supported child has settled very well into YR 6 this term <u>End of autumn term</u> - 1:1 support resigned and we were unable to appoint another person to replace her. The SEN child is to be supported by pupil wellbeing worker (who is also funded through PPG funding)
21/06/17	1 year project	CPD - Diminishing the Difference Project	Yrs 4 and 6		£1,000	<u>Sept 18<sup>th</sup></u> - support provided by TLA. Sample of Yr 6 books scrutinised and 4 week targets set for individuals. <u>Oct 13<sup>th</sup></u> - Meet Year 4 teacher to identify sample of PP Eng books to monitor and set targets to disseminate project wider across the sch. <u>Oct 16<sup>th</sup></u> - Sample of Yr 6 books monitored for evidence of progress. Progress seen in all



						<p>books against targets set. New targets set. Continue to monitor and set targets internally. <u>17<sup>th</sup> Nov</u> - Meet yr 4 team to look at progress made to date and set further targets if required.</p> <p><u>End of autumn term</u> - End of term data shows that the writing gap has closed in Year 4 with disadvantaged pupils attaining the same as the non-disadvantaged pupils.</p> <p>In Year 6 - 3 chd were chosen to focus on for the project. 1 of the pupils has made accelerated progress and the other 2 have made good progress this term.</p> <p><u>End of spring term</u></p> <p>Year 6 - Disadvantaged pupils working at age related expectation. Disadvantaged pupils are slightly outperforming the non-disadvantaged pupils. Disadvantaged pupils are making above expected progress</p> <p>Year 4 - Disadvantaged pupils working at age related expectation. No gap between disadvantaged and non-disadvantaged pupils Disadvantaged pupils are making minimal sufficient progress</p>
01/10/17		2 x Chromebooks for learning mentors to use when supporting groups/individuals	Yrs 1 - 4	66 pp chd	£700	<p>Oct '17 - chrome books have been ordered. <u>End of autumn term</u> - both the learning support mentors use their chromebooks regularly to support children on a 1:1 basis and</p>



						<p>in small groups to develop their skills through accessing educational games and resources to support their learning.</p> <p><u>End of spring term</u> - Both learning mentors have continued to familiarise themselves with their chromebooks. They are used more frequently for 1:1 support.</p>
10/01/18		CGP study books and workbooks for maths and GPS purchased for all PPG pupils in year 6	Yr 6	33 pupils	£405	Data impact to be evaluated following SAT's results
28/01/18	Part Time 2 days a week	Additional member of staff employed 2 days a week to support PPG pupils in Reception.	Reception	6 pupils	£575	<p><u>End of spring term</u> -</p> <p><u>Anderson class</u> - 2 Reception pupils in are both on track to achieve exceeding in number, shape space and measure, reading and one of them in writing. Improvements seen in 1 child's handwriting and fine motor skills.</p> <p><u>Zephaniah class</u></p> <p>1 pupil can now count to 10 and is beginning to recognise these numbers with confidence. He can also now write his name, will join in with group sessions and much more willing to join in</p> <p>1 pupil can now write her name and recognise most of the phase 2 sounds. Her counting has improved and she can now count and recognise numbers to 10 and is starting to go beyond this.</p>



						<p>1 pupil will now meet his ELG in almost all areas and his fine motor has come along. He is a much more confident He is making exceeding progress.</p> <p>1 pupil will meet all her ELG's and is currently exceeding in maths,</p>
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## 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) 2 pupil premium mentors are employed who as part of their 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 Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support and monitor the attendance closely.

### 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."





Planned Expenditure						
Date started from	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
01/04/17	Full Time	UKS2 Pupil Premium mentor to support and improve the attendance and punctuality.	5/6	53	£1,985 10% of salary	<p><b>End of autumn term</b> - 22 children (Year 1 - 6) have been monitored weekly for their attendance and punctuality this term by the UKS2 learning mentor. 17 of the 22 chd either have attendance which is 95% or above or have dramatically improved their attendance or punctuality during the last half term.</p> <p>By the end of the spring term the attendance of the disadvantaged pupils was 95%. PP mentor now only monitors UKS2 children only. This term 12 children have been monitored and rewarded weekly. 9 of the 12 pupils made significant improvement with either their punctuality, attendance or both of these.</p>
09/17	Full time 2 terms only	LKS2 Pupil Premium mentor to support and improve the attendance and punctuality. Run an	3/4	40	£903 10% of salary	<p><b>Learning support mentor</b> only started the role at the beginning of term during which time she has been focusing on supporting the learning in class. This role will be developed next term.</p>



		after school ICT club.				End of spring term - By the end of the spring term the attendance of the disadvantaged pupils was 95%. This term 8 children have been monitored and rewarded weekly. All the pupils made significant improvement with either their punctuality, attendance or both of these.
20/09/17	Full time	KS1 Pupil Premium mentor to support and improve attendance and punctuality.	1/2	22	£757 10% of salary	Learning support mentor only started the role at half term during which time she has been focusing on supporting the learning in class. This role will be developed next term. End of spring term - By the end of the spring term the attendance of the disadvantaged pupils was 95% This term 10 children have been monitored and rewarded weekly. 5 of the 10 pupils made significant improvement with either their punctuality, attendance or both of these.
01/04/17	2 x Full time members of staff	Pastoral Support(supporting vulnerable families/attendance and safeguarding/ supporting behaviour/vulnerable EBD pupils)	Whole school	High no. of vulnerable families	£4,792 10% of salaries	<u>Attendance</u> - follow up meetings with parents - none so far this academic year follow up work with reluctant attenders 6 pupils (5 of these are PP)



10/07/17		End of term attendance and punctuality reward	Whole school		£30	<p>End of the autumn term - 22 children have been monitored weekly for their attendance and punctuality this term. 17 of the 22 chd either have attendance which is 95% or above or have dramatically improved their attendance or punctuality during the last half term and so therefore attended the end of term party.</p> <p>End of spring term - 23 chd had improved attendance/punctuality or both from years 1 - 6 and who attended the reward session.</p>
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### Key Objective 3: More Able Disadvantaged Pupils

To ensure that the most able disadvantaged pupils are provided with enrichment activities within all areas of learning in order to increase progress rates in reading, writing and mathematics and to ensure that a higher proportion of pupils make more than expected progress and achieve greater depth .

#### **This objective will be met by the following means:**

- 1) A pupil premium teacher who will identify with class teachers the disadvantaged pupils who are the most able to have further enrichment activities across the curriculum.
- 2) A pupil premium teacher who will support teachers in core subjects to stretch and challenge the most able disadvantaged pupils and to work with groups of pupils in whole class lessons.

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

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

- Mastery learning - children make +5 months

#### Article 29:

Education should develop each child's personality, talents and mental and physical abilities to their fullest



potential (UN Convention on the Rights of the Child, 2001)  
**National Curriculum 2014:** 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department for Education, 2013)  
**Ofsted:**  
 Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

**Planned Expenditure**

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
09/17	Full Time	LKS2 Pupil Premium mentor to raise more able children's attainment	3/4	4	£903 10% of salary	End of autumn term - The LKS2 learning mentor supports 3 disadvantaged pupils in Year 3 on a weekly basis by supporting the children to secure their next steps in both maths and literacy. 2 of the 3 chd have made good progress in both maths and literacy whilst the other pupil has struggled to make progress this term. In Year 4, 1 pupil has been supported in both writing and maths to accelerate their progress



						<p>as they were a high attainer at the end of KS1.</p> <p><u>End of spring term</u>  <u>Support for Year 4 writing Diminishing the Difference project</u> - Support has been given to 2 more able chd. 1 chd is now working at greater depth and the other chd is predicted to be greater depth by the end of the year.</p>
01/04/17	Full Time	UKS2 Pupil Premium mentor to raise more able children's attainment	5/6	0	£1985 10% of salary	<p><u>End of autumn term</u> - The UKS2 learning mentor hasn't been supporting more able pupils in Year5/6 this term. The focus this term has been on closing the gap in reading, writing and maths.</p> <p>Support for Year 5 maths (most able) - 2 have made accelerated progress, 2 have made good progress. 2 chd are working at ARE and 2 are working at GD. Other impact is chd able to solve problems more accurately by being able to recognise calculations needed to solve problem and increased confidence for some pupils.</p>
20/09/17	Full time	KS1 Pupil Premium mentor to raise more able children's attainment	1/2	2	£757 10% of salary	<p><u>End of autumn term</u> - The KS1 learning mentor has been supporting 2 more able pupils in Year 2. One of the pupils has made good progress in both reading and writing and accelerated progress in maths this term. The other pupils has made accelerated progress in reading and good progress in writing ad maths.</p>



## Key Objective 4: 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.

**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.

**Planned Expenditure**

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
01/04/17	2 x Full time members of staff	Pastoral Support worker and Family Worker	Whole school	High no. of vulnerable families	£43,137 90% of salaries	<u>CP/CIN plan families/pupils</u> - monitoring & support, attending regular meetings, providing information & writing reports. - Autumn term = 2 PP pupils on CIN plan & 3 PP pupils on CP plans





						<p>Spring term = 1 PP pupils on CIN plan &amp; 2 PP pupils on CP plans</p> <p><b><u>Families/pupils with interventions from other agencies</u></b> –IFST; school health; health visitors; children's centre; PALMS; TYS; police etc. Monitoring &amp; support as when required. From making the initial referral (not always taken up), providing information &amp; feedback to the agency involved.</p> <p>Autumn term 4 families = 8 PP pupils</p> <p>Spring term 4 families = 5 PP pupils</p> <p><b><u>Pupils/families with CAF (Now a Families First Assessment)</u></b> – meet with family to get information to write assessment, facilitate plans &amp; liaise with other agencies involved as required. Attend regular meeting, update action plans &amp; facilitate &amp; monitor these.</p> <p>Autumn term = 2 families have had FFA = 4 PP pupils (1 of these was EYPP)</p>
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						<p>Spring term = 3 families have had FFA = 4 PP pupils</p> <p><b>Pupils potentially at risk</b> - monitoring &amp; support as required. (23 pupils of whom 16 are PP)</p> <p>(20 pupils of whom 15 are PP)</p> <p><b>Transition pupils</b> identified for extra support with transitions but not supported through recognised external programmes - None in autumn term</p> <p>Y6 transition programme 7/10 are PP pupils</p> <p><b>Peer mentors</b> 30 x Y6 pupils trained by LVDM &amp; SC at the beg of term &amp; now deployed on the playgrounds - (a number of these will be PP pupils)</p> <p>Work has begun to identify current Y5 pupils to train after Christmas</p> <p>30 x Y6 pupils who were trained by LVDM &amp; SC at the beg of term &amp; now deployed on the playgrounds - (a</p>
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						<p>number of these will be PP pupils)</p> <p>Work has begun to identify current Y5 pupils to train after Easter</p> <p><b>Pupil work</b> - Protective Behaviours, Anger Management, Mentoring, Personal Hygiene &amp; Bereavement. - 10 pupils autumn term 7 of which are PP</p> <p>18 pupils spring term 7 of which are PP</p> <p>Individual work as identified &amp; required throughout the year</p> <p><b>Individual parent/family work/parent coaching</b> - parents of XX PP children (from approx. XX families) have received input - no numbers available for this term at present</p> <p>no numbers available at present</p>
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					<p><b>Sign posting parents to externally provided workshops</b> Information sent home to target parents re 6 different courses being run during this term to 9 families &amp; pre-signposting for courses with a January start. To our knowledge no places were/have been booked.</p> <p>During spring term to families &amp; pre-signposting for courses with a start date for after Easter.. To our knowledge no places were/have currently been booked.</p> <p><b>Workshops/ parent groups</b> ADHD/ASD parent group plans for this group &amp; other identified groups throughout the rest of the year</p> <p>Attendance - Follow up work with reluctant attenders 6 pupils (5 of these are PP)</p> <p><b>Social skills</b> - Y5 pupils - 10 pupils attend 3x weekly</p>
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						<p>sessions (4 PP pupils)</p> <p>Y2 pupils - 8 pupils attend 3x weekly sessions (1 PP pupils)</p>
01/04/17	1 session per week x 50 mins	Counselling in Schools Service (outside agency)	KS2	12	£6,860	<p><u>End of autumn term</u> - Currently 4 KS2 pupils have been having counselling 1 session per week this term. The councillor has reported that they are all engaging well with the issues that have been referred for. 2 of the pupils have now completed their allocated sessions and a detailed report will be provided by the counsellor in the spring term. The other 2 pupils will continue their sessions in the spring term.</p> <p><u>End of spring term</u> - Currently of the 6 weekly sessions 3xPP KS2 pupils have been having counselling 1 session per week throughout the term. The councillor has reported that they are all engaging well with the issues they have been referred for. 2 of these PP pupils completed their sessions at the end of term and a detailed report will be provided by the counsellor. The other PP pupil will continue sessions in the summer term.</p> <p>Additionally an extra 2 places have been funded for 10 sessions each pupil specifically to address anger management issues with 2x Y6 pupil of which 2 sessions for one of the pupils were</p>



						facilitated in the Spring Term. A further 18 sessions for these 2 pupils will be provided in the summer term.
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### Key Objective 5: 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 disadvantaged pupils have the opportunity to attend.
- 2) Subsidising the cost of the Year 4 overnight trip to Wymondley Wood so that all disadvantaged pupils have the opportunity to attend.
- 3) Subsidising the cost of the Year 4 weekly swimming lessons so that all disadvantaged pupils have the opportunity to attend.
- 4) All pupil premium children have the opportunity to attend an after school ICT club and a homework club.
- 5) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided.
- 6) A pot of money has been set aside for teachers to 'bid' for resources that they feel that they need in order to improve the attainment of the disadvantaged pupils in their class. This allows staff who know the children the best to have more ownership and responsibility for the progress and attainment of the pupils.



**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."

**Planned Expenditure**

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
Autumn term '17	N/A	Subsidising cost of residential trip (Manor Adventure)	Yr 6	33	£2,528	Oct '17 - 23 of the 33 pupil premium children will be attending Manor Adventure in Nov '17 and have taken up the subsidising funding offer.
Summer term '18	N/A	Subsidising cost of overnight trip to Wymondley Wood	Yr 4	21	£210	May '18 - There are a total of 22 PP pupils in Year 4. Out of this number 20 pupils stayed over at a reduced cost of £10 each. Two children stayed for the day only.
09/17	N/A	Teachers identifying resources that they would like to purchase for pupil premium in their classes.	All Yr gps	130	£1,000	30 recordable whiteboards were ordered Oct '17 (requested from teachers in years R, 3,4 and 6. (£300) Emotion feeling books ordered Oct '17 for Reception (£20) Memory game ordered Oct '17 for Reception





						(£13) Feb '18 - 1 Year 4 chd attended the after school mad science club and dance clubs until Easter.
01/04/17	N/A	Subsidising cost of weekly swimming fess	Yr 4		£1,588	£575 used to pay unpaid pp swimming costs summer term 2017. Impact - no debt for the school and all pp chd were able to partake in weekly lessons.
01/04/17	N/A	Running a weekly after school ICT club available to all disadvantaged pupils. Homework club to start in spring term.	Yrs 1 -6	60	£2,052	End of autumn term- 40 Yr 1 - Yr 6 disadvantaged pupils attend the ICT club after school where they are supported with core curriculum skills using Reading Plus, Mathletics, Reading Eggs/Express, Purple Mash and software packages such as Powerpoint. End of spring term - 33 Yr 1 - 6 disadvantaged pupils attend the ICT club after school. 4 of these chd attend more than once a week. PP homework club has also started and run by a pp mentor. 10 children from KS2 attend this club at present and attend once a week. Impact is that their homework is being completed and handed in on time.
01/04/17	N/A	Subsidising voluntary contributions for school trips	Yrs R - 6		£500	