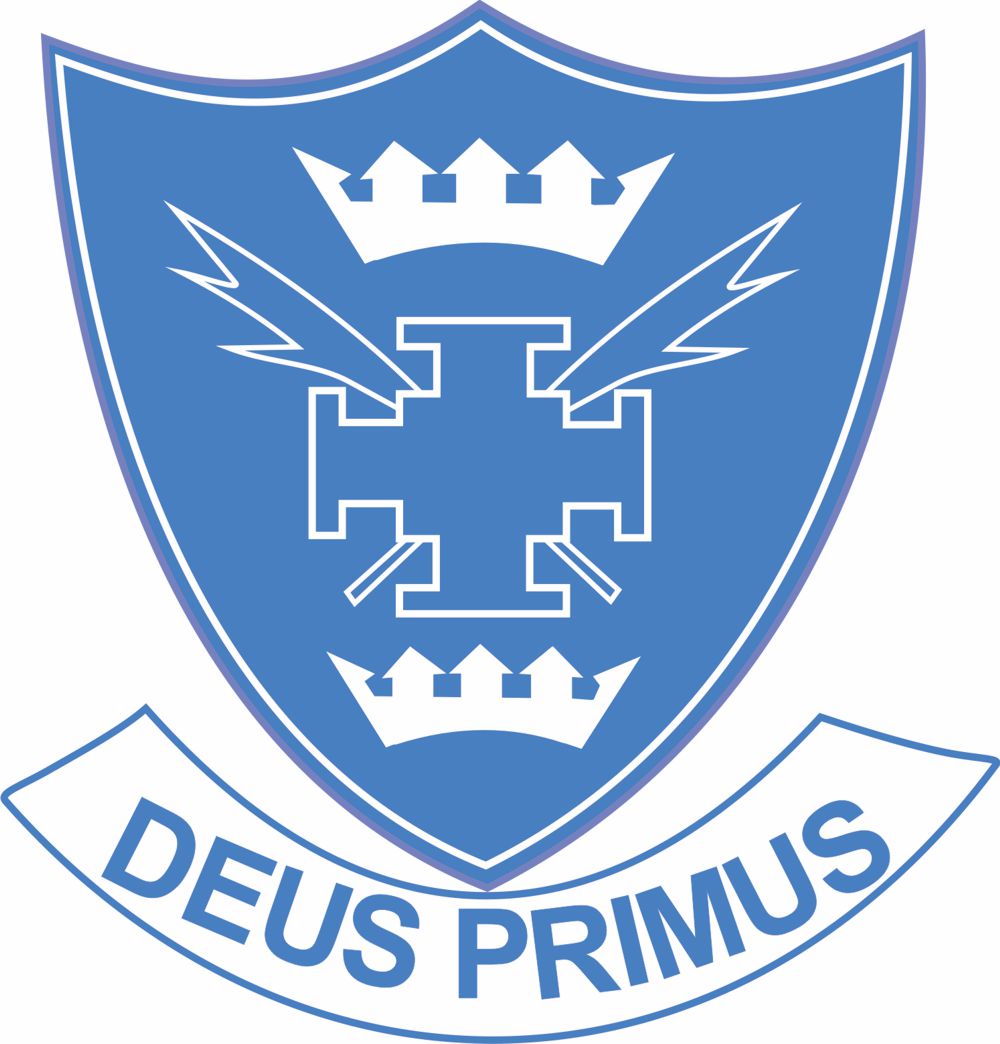
**2016/17**

Ss John Fisher & Thomas More Catholic Primary School

**PUPIL PREMIUM SPENDING PLAN**

**Evaluation – September 16 to July 17**

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| **OBJECTIVES** | | |
| **1** | IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING | **£102842** |
| **2** | IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS | **£57120** |
| **3** | IMPROVE THE ATTENDANCE OF DISADVANTAGED PUPILS | **£10000** |
| **4** | INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF SCHOOL CURRICULUM | **£43165** |
|  | **TOTAL PLANNED SPEND** | **£213,127** |
| **PUPIL PREMIUM RATIONALE** | | |
| **Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:**   * **Improving their attainment and achievement in reading in all year groups.** * **Improving their attainment and achievement in maths in all year groups.** * **Improving their attendance in all year groups.** * **Increasing their participation in all aspects of the school curriculum.**   **Each intervention that will take place is described in this plan. The impact of each intervention will be measured through assessments which will take place in September 2016 (baseline), October 2016, December 2016, February 2017, April 2017, June 2017, July 2017 – Rising Stars Progress tests and PUMA & PIRA tests will be used at key points during the year. Additional assessment information (eg Boxall Profile, attendance data etc) will also be used where appropriate and this will recorded on the overview sheet for each intervention.**  **The plan will be reviewed in December 2016, April 2017 and July 2017**  **Barriers**   * **Pupils enter school with very low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.** * **Many Pupils enter school with very low rates of numeracy and parents often lack confidence in being able to support their children at home.** * **Some of our families face many social and economic challenges and do not always see regular school attendance as a high priority.** * **Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.** | | |

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| **PUPIL PREMIUM FUNDING 2016/17** | |
|  | **Total Amount** |
| Pupil Premium funding | **£206, 910** |
| Looked After Children funding | **£3,800** |
| Early Years Pupil Premium funding | **£2,417** |
| **TOTAL PUPIL PREMIUM GRANT** | **£213,127** |

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| **OBJECTIVE 1: IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING** | | | | | |
| **CODE** | | **ITEM/PROJECT** | **COST** | **EVALUATION & NEXT STEPS** | **SUCCESS CRITERIA** |
|  | | *What are we spending the money on?* |  | *What was the impact of spending money on this?* | *Green – fully met*  *Yellow – partially met*  *Red – not met* |
| **A** | | KS1 additional teacher for Literacy lessons each morning. *(Mrs Harrison – Autumn term; Miss Harris – Spring term; Mr Glynn – Summer term)* | £8740 | The additional teaching support enabled all KS1 pupils to be taught to read effectively through the Read Write Inc (RWI) Phonics programme. Precision teaching took place in small focus groups based on accurate assessments every 6 weeks.  Evaluation  This programme has been very successful in KS1 in developing the pupils’ early reading skills of decoding and fluency.  *Outcomes:*  *Y1 – 56% of PP group achieved the age related expectation in reading by July 2017*  *Y1 – 81% of PP group passed the national Phonics Check in June 2017*  *Y2 - 74% of PP group achieved the Expected or Greater Depth standard at the end of KS1 (2017)*    **Next Step:**   * **Continue with use of additional teacher and teaching assistants to support the implementation of the RWI Phonics programme in 2017/18** | Y1 - 67% of PP group to attain the expected standard in reading  Y2 – 70% of PP group to attain the expected standard in reading |
| **B** | | Lower KS2 additional teacher for Literacy lessons each morning. *(Mrs Harrison – Autumn; Miss Harris – Spring; Miss Copestake - Summer)* | £8740 | The additional teacher enabled the RWI Phonics programme to be delivered to pupils who still required support to develop their reading fluency and decoding skills. It also enabled all other pupils to be taught in more focused Literacy groups.  Evaluation  The RWI phonics programme has been successful.  Teaching in more focused Literacy groups was less successful due disruption caused by changes in teaching personnel. More consistency was developed in the Summer Term through the introduction of the RWI Literacy & Language programme.  *Outcomes:*  *Y3 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who have completed the programme rising from 50% (HT1) to 79% (HT6)*  *Y4 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who have completed the programme rising from 65% (HT1) to 88% (HT6)*  *Y3 – 54% of PP group achieved the age related expectation in reading (PIRA)by July 2017*  *Y4 - 62% of PP group achieved the age related expectation in reading (PIRA) by July 2017*  **Next Steps:**   * **Continue with RWI Phonics programme and intervention as pupils receiving this support are making good progress.** * **Continue with RWI Literacy & Language programme (RWI L&L) for LKS2 followed by coaching and support on a fortnightly basis. This will enable provision for small focused groups to be closely matched to pupils’ learning needs resulting in effective and consistent teaching for all pupils including the disadvantaged.** | 85% of Y3 pupils complete the RWI Phonics programme by July 2017  85% of Y4 pupils complete the RWI Phonics programme by July 2017  Y3 - 69% of PP group to attain the expected standard (PIRA)  Y4 – 61% of PP group to attain the expected standard (PIRA) |
| **C** | | Small class sizes in UKS2.  Upper KS2 additional teacher for English on 3 mornings. (Mrs Wilcock) | £7773 | Small classes in UKS2 enabled focused support to be provided in reading and writing for disadvantaged pupils. The additional teacher was also used to provide RWI Fresh Start programme for pupils who still needed to develop reading fluency and decoding skills. This allowed class teachers to focus on developing pupils inferential and comprehension skills.  Evaluation  Fresh Start programme was effectively delivered. Mrs Wilcock resigned from her position in February 2017 and this disrupted both the Fresh Start groups and other small group teaching in Upper Key Stage 2.  *Outcomes:*  *Y5 – 82% of PP group achieved the age related expectation in reading (PIRA) by July 2017*  *Y6 - 45% of PP group achieved the Expected Standard or better in reading at the end of KS2 (July 2017)*  **Next Steps:**   * **Continue with RWI Fresh Start programme and implement RWI Literacy & Language programme followed by coaching and support on a fortnightly basis. This will enable provision for small focused groups to be closely matched to pupils’ learning needs resulting in effective and consistent teaching for all pupils including the disadvantaged.** | Y5 - 68% of PP group to attain the expected standard  Y6 – 65% of PP group to attain the expected standard |
| **D** | | Reading Recovery programme (Mrs Ferry) – 1 to 1 tuition 4 lessons per week | £25,305 | Specific teacher support and resources for KS1 pupils who have yet to develop early reading skills.  Evaluation  Mrs Ferry left school in the Autumn term and the decision was taken not to continue with Reading Recovery but to implement RWI Phonics 1 to 1 tuition and RWI Fresh Start as alternative interventions across school.  *Outcomes:*  81% of PP pupils achieved the national Phonics Check by the end of Y1.  *Y1 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who are “on track” rising from 45% (HT1) to 84% (HT6)*  *Y2 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who have completed the programme rising from 27% (HT1) to 89% (HT6)*  *Y3 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who have completed the programme rising from 50% (HT1) to 79% (HT6)*  *Y4 Pupils accessing RWI Phonics programme have made progress resulting in the % of cohort who have completed the programme rising from 65% (HT1) to 88% (HT6)*  *Fresh Start:*  *14 out of 20 on the programme have made good progress in Fresh Start,*  *One new child has joined the programme,*  *Three children have graduated off the programme,*  *1:1 is being put in place to tackle those children who are not making sufficient progress.*  **Next Step:**  **Continue with RWI Phonics, Fresh Start & 1:1 tuition as intervention programmes** | Disadvantaged pupils receiving intervention make accelerated progress in Reading.(using RWI Phonics assessment system – see RWI data grids)  The % of PP pupils achieving the national Phonics Check is in line with the national average for all pupils. |
| **E** | | 2 KS1 Rapid Groups for Reading & Writing – 3 lessons per week (Miss Corrigan was replaced by Mrs Smith in December 2017) | £11,688 | 6 Y1 pupils & 6 Y2 pupils who are working below the expected standard formed Rapid Groups – These groups focused on developing their early reading and writing skills as well as their skills of inference and deduction.  Evaluation  It was necessary to change the teacher delivering the lessons and this affected the quality resulting in less progress being made between HT2 and HT3. These groups were discontinued before the end of the Spring Term.  *Outcomes:*  *All Y2 pupils in the group have made accelerated progress with 3 Y2 pupils currently “on track” for the expected standard.*  *Y1 group was discontinued due a lack of irregular delivery and a lack of consistency.*  **Next Step:**  **RWI Phonics intervention programme to replace Rapid Groups in 17/18 as they proved to be more effective.** | All pupils to make accelerated progress as measured by Read, Write Inc assessment system.  3 Y1 pupils to reach expected standard.  3 Y2 pupils to reach the expected standard. |
| **F** | | Year 3 Rapid Group for Reading (Mrs Ferry) – 3 lessons per week | £5270 | 6 Y3 pupils who are working below the expected standard formed a Rapid Group – This group focused on consolidating early reading and writing skills as well as developing their skills of inference and deduction.  Evaluation  This programme had to be discontinued due to Mrs Ferry’s long term absence. Children were mainly EAL therefore they received a “Story Sparks” intervention with a TA during the Spring Term. This has had limited impact.  *Outcomes:*  *2 out of 6 Y3 pupils in the group have made accelerated progress.*  **Next Step:**   * **Discontinue both Rapid Group / Story Sparks group.** * **Ensure all TAs are deployed to deliver RWI Phonics & Fresh Start as these are proving to be successful interventions.** | All pupils to make accelerated progress as measured by band tracker. 4 Y3 pupils to reach expected standard. |
| **G** | | 3 Year 4 Rapid Groups for Reading (Mrs Ferry & Mrs Wilcock) – 3 lessons per week  Mrs Smith replaced Mrs Ferry - | £13042 | 12 Y4 pupils who are working below the expected standard formed 3 Rapid Groups – These groups focused on developing the inferential and comprehension skills of the pupils.  Evaluation  Mrs Ferry was unable to teach her group due to long term absence. There was some effective provision in the other 2 groups but these were less structured than the RWI interventions and therefore less consistent. Both Mrs Wilcock & Mrs Smith have no left school and therefore Rapid Group interventions were discontinued before the end of the Spring Term  *Outcomes:*  *8 out of 12 Y4 pupils made accelerated progress and achieved the expected standard by July 2017*  **Next Step:**   * **Discontinue both Rapid Groups** * **Ensure all staff are deployed to deliver RWI Phonics & Fresh Start in 17/18 as these are proving to be successful interventions.** | 10 of these pupils to reach the expected standard. |
| **H** | | Year 5 Rapid Group for Reading (Mrs Wheeler) – 3 lessons per week | £2144 | 6 Y5 pupils who are working below the expected standard formed a Rapid Group – This group focused on developing the inferential and comprehension skills of the pupils.  Evaluation  This group was delivered consistently every week by a TA who received a high level of training through the RWI Fresh Start programme. As a result the pupils have made good progress.  *Outcomes:*  *5 out of 6 Y5 pupils in the group have made accelerated progress with 5 achieving the expected standard.*  **Next Step:**   * **Discontinue Rapid Group in order for Mrs Wheeler to be used to deliver RWI Fresh Start groups.** | 3 of these pupils to reach the expected standard. |
| **I** | | 2 Year 6 Rapid Groups for Reading (Mrs Smith) – 3 lessons per week | £13600 | 12 Y6 pupils who are working below the expected standard formed 2 Rapid Groups – These groups focused on developing the inferential and comprehension skills of the pupils.  Evaluation  The pupils enjoyed these sessions and they have generally made good progress. Mrs Smith has left the school in February and these children were then supported by class teachers in their classes.  *Outcomes:*  *7 out of 12 Y6 pupils in the group have made accelerated progress with 8 being “on track” for the expected standard when the intervention ceased.*  *4 out of the 12 eventually achieved the Expected standard at the end of KS2 (July 2017)*  **Next Step:**   * **Focused “booster” support for Y6 pupils to be re-introduced in 17/18.** | 8 of these pupils to reach the expected standard. |
| **J** | | Daily Readers with the class teacher (Y1 – Y6) | £6,000 | Each teacher identified 4-6 pupils that may not have the opportunity to read on a daily basis. These pupils are then supported with their reading daily through the teacher and TA.  Evaluation  Progress has been most effective where this intervention has happened consistently with little disruption due to staffing changes.  *Outcomes:*  *Y1 – 3 out of 5 (60%) pupils have made accelerated progress to date*  *Y2 – 5 out of 5 (100%) pupils have made accelerated progress to date*  *Y3 – 3 out of 7 (43%) pupils have made accelerated progress to date*  *Y4 – 16 out of 19 (84%) pupils have made accelerated progress*  *Y5 – 12 out of 15 (80%) pupils have made accelerated progress*  *Y6 – 6 out of 9 (67%) pupils have made accelerated progress*  **Next Steps:**   * **Ensure that all classes are consistent in ensuring that this intervention happens each day. Monitoring of daily reader logs once every three weeks.** | All pupils to make accelerated progress moving up to the next “band” as measured using the school’s tracking system |
| **K** | | NLT Peer Tutoring Breakfast Club – Reading on 1 morning per week (Mrs Wheeler) | £540 | More Able readers in Y5 & Y6 acted as Peer Tutors for younger less able readers.  Evaluation  This was successful for those pupils who attended every week. Some pupils did not attend each week despite lots of reminders for parents. This intervention continued from HT1 to HT3  *Outcomes:*  *5 younger pupils attended the programme initially however only 3 pupils completed 3 half terms and only 1 has made accelerated progress to date.*  *Feedback from the older pupils demonstrated how much they had enjoyed the experience.*  **Next Step:**   * **Consider re-starting the programme with new pupils in 17/18.** | Y5 & Y6 pupils are successful peer tutors.  Younger pupils make good progress in reading (moving up a band on school tracking system) and enjoy the experience. |
|  | | **OBJECTIVE 1 TOTAL** | **£102842** | |  |
| **OBJECTIVE 2: IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS** | | | | | |
|  | **ITEM/PROJECT** | | **COST** | **REASON** | **SUCCESS CRITERIA** |
|  | *What are we spending the money on?* | |  | *What was the impact of spending money on this?* | *Green – fully met*  *Yellow – partially met*  *Red – not met* |
| **L** | A KS1 additional teacher for Maths lessons on 4 mornings a week (Mrs Logan Price) | | £14209 | The additional teacher enabled maths lessons to be taught in smaller classes in both Y1 and Y2. This teacher also brought a level of expertise to the teaching of Maths No Problem! from her experience as a trained “Numbers Count” teacher. This has enabled good practice to be shared across KS1.  Evaluation  Teaching has been strongest and most consistent in Y2 and it will be important to continue to share good practice with Y1 teachers.  *Outcomes:*  *Y1 – 44% of PP group achieved age related expectations in maths (PUMA) by July 2017*  *Y2 - 74% of PP group achieved the either Expected standard or above by the end of KS1*  **Next Step:**   * **Continue with use of additional teacher in KS1 in 17/18** * **Ensure that CPD through training and coaching is delivered for all KS1 teachers** | Y1 - 67% of PP group to attain the expected standard  Y2 – 73% of PP group to attain the expected standard |
| **M** | A Lower KS2 additional teacher for Maths lessons on 4 mornings a week (Mrs Logan Price) | | £14209 | The additional teacher enabled maths lessons to be taught in smaller classes in both Y3 and Y4. This teacher also brought a level of expertise to the teaching of Maths No Problem! from her experience as a trained “Numbers Count” teacher.  Evaluation  Although some good practice has been shared across Lower KS2, significant disruption to teaching in Years 3 & 4 caused by a range of staffing issues has affected progress considerably.  *Outcomes:*  *Y3 – 65% of PP group achieved age related expectations in Maths (PUMA) by July 2017*  *Y4 – 48% of PP group achieved age related expectations in Maths (PUMA) by July 2017*  **Next Step:**   * **Assistant Head (Math specialist teacher) to support Lower KS2 teachers.** * **Continue with small teaching groups in 17/18** * **Ensure that CPD through training and coaching is delivered for all KS1 teachers** * **Provide “Booster” support for pupils in Year 5 (17/18)** | Y3 - 69% of PP group to attain the expected standard  Y4 – 68% of PP group to attain the expected standard |
| **N** | Small class sizes in UKS2.  Upper KS2 additional teacher for Maths on 3 mornings. (Mrs Wilcock) | | £7773 | 1 to 1 tuition and small group intervention has been provided as identified by Y5 & Y6 class teachers to ensure focused support for disadvantaged pupils.  Evaluation  Good support was provided for target groups in the first half of the year. However support was disrupted as Mrs Wilcock resigned in February 17 and Mrs Wheeler was absent for much of the summer term.  *Outcomes:*  *Y5 – 64% of PP group achieved age related expectations in Maths (PUMA) by July 2017*  *Y6 – 59% of PP group achieved age related expectations in Maths (SATs) by July 2017*  **Next Step:**   * **Booster support and mentoring to be provided in Y6 next year through the Deputy Head teacher.** | Y5 - 71% of PP group to attain the expected standard  Y6 – 73% of PP group to attain the expected standard |
| **O** | 2 KS1 Rapid Groups for Maths (Miss Paris) – 3 lessons per week | | £11,688 | 6 Y1 pupils & 12 Y2 pupils working below the expected standard formed Rapid Groups – These groups focused on developing their fluency, problem solving and reasoning skills using a Concrete, Pictorial Abstract (CPA) model.  Evaluation  These groups have taken place regularly and teaching has been consistent. The progress of the Y2 pupils has been particularly strong.  *Outcomes:*  *2 out of 6 Y1 pupils in the group achieved the expected standard (PUMA) by July 2017.*  *10 out of 12 Y2 pupils in the group achieved the expected standard by the end of KS1 with 6 pupils achieving Greater Depth.*  **Next Step:**   * **Rapid Groups to be considered at the appropriate time to ensure Y2 PP pupils are prepared for KS1 SATs in 17/18.** | 4 Y1 pupils to reach expected standard.  9 Y2 pupils to reach the expected standard. |
| **P** | Y5 Rapid Group for Maths (Mrs Wheeler) – 3 lessons per week | | £2144 | 12 Y5 PP pupils who are working below the expected standard formed a Rapid Group – This group focused on developing their fluency, problem solving and reasoning skills using a Concrete, Pictorial Abstract (CPA) model.  Evaluation  This group has taken place regularly and teaching has been consistent. Mrs Wheeler has used the Success @ Arithmetic programme effectively to support her teaching.  *Outcomes:*  *11 out of 12 Y5 PP pupils in the group have made progress improving their PUMA scores from Autumn term to Summer term. 3 of these pupils achieved the expected standard for Y5 (PUMA).*  **Next Step:**   * **Booster classes and mentoring in Y6 with the Deputy Head teacher & TA.** | 6 Y5 pupils to reach expected standard. |
| **Q** | The Tutor Trust – Y6 1:2 Maths tuition for 12 pupils. Each pupil will receive tuition for one hour per week. | | £4830 | 10 Y6 PP pupils who are working below the expected standard received tuition focusing on gaps in knowledge and understanding as identified through termly assessments. Work was set following discussions with Y6 teachers on a regular basis.  Evaluation  A consistent dialogue has taken place with Y6 teachers and the tutors to as to establish consistency in approach. Tuition has taken place every week.  *Outcomes:*  *7 out of 10 Y6 PP pupils in the group have made accelerated progress to date with 7 achieving the expected standard in the KS2 SATs (July 2017)*  **Next Step:**   * **Tutor Trust tuition to be considered for 17/18.** | 7 Y6 pupils to reach expected standard. |
| **R** | “Mathemagicians” Breakfast Club for More Able pupils – 1 morning a week | | £2267 | 5 More Able pupils from Y3 – 5 developed their problem solving and reasoning skills through a range of activities including the use of ICT programmes and Maths Hub materials.  Evaluation  Pupils reported how much they enjoyed these lessons in “pupil voice” activities. Due to staff changes the club ceased in the Spring Term.  *Outcomes:*  *3 out of 5 pupils in the group have made accelerated progress to date.*  **Next Step:**   * **Consider a Maths Ambassador scheme in 17/18.** | All pupils to make accelerated progress moving up to the next “band” as measured using the school’s tracking system |
|  | **OBJECTIVE 2 TOTAL** | | **£57120** | |  |
| **OBJECTIVE 3: IMPROVE THE ATTENDANCE OF DISADVANTAGED PUPILS** | | | | | |
|  | **ITEM/PROJECT** | | **COST** | **REASON** | **SUCCESS CRITERIA** |
|  | *What are we spending the money on?* | |  | *What was the impact of spending money on this?* | *Green – fully met*  *Yellow – partially met*  *Red – not met* |
| **S** | Parent Support Advisor to monitor attendance and to provide support for parents and pupils whose attendance is at risk of falling below 90% by the end of the academic year. | | £10000 | Evaluation  Attendance has continued to improve significantly since September as a result of very rigorous monitoring procedures leading to specific actions taken to support specific pupil and families. These include: effective attendance panel meetings and home visits; the effective implementation of a target group for PA disadvantaged pupils; the use of red and amber warning letters followed up by FPN when required.  *Outcomes:*  *Pupil Premium % attendance has risen from 95.1% (30/3/16) to 96.5% (20/7/17)*  *Pupil Premium % PA @10% has reduced from 12.9% (30/3/16) to 8.3% (20/7/17)*  **Next Step:**   * **Continue with the same procedures for improving attendance as they proving to be effective.** * **Increase the level of monitoring and focused support for improving punctuality.** | % of PA disadvantaged pupils improves to be in line with 2016 national average.  % attendance of disadvantaged pupils is in line with the 2016 national average. |
|  | **OBJECTIVE 3 TOTAL** | | **£10000** | |  |
| **OBJECTIVE 4: INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF THE SCHOOL CURRICULUM** | | | | | |
| **CODE** | **ITEM/PROJECT** | | **COST** | **REASON** | **SUCCESS CRITERIA** |
|  | *What are we spending the money on?* | |  | *What was the impact of spending money on this?* | *Green – fully met*  *Yellow – partially met*  *Red – not met* |
| **T** | Nurture Group provision & Behaviour support  Including training and resources | | £25000 | Effective intervention / support has been provided for children in EYFS, KS1 & KS2 with significant social, emotional and behavioural needs. This has enabled some pupils to return to their mainstream classroom and others have been signposted for further SEND support as a result of the Nurture Group provision  (10 pupils have been supported since September 2016 - 4 afternoons per week. Children remain in Nurture Group for between 2 and 4 terms)  Evaluation  The Nurture Group continues to be a very effective provision for our most vulnerable pupils. The 2 members of staff continue to support pupils and provide good guidance for staff across the school. This has helped to ensure the behaviour of these pupils is good.  *Outcomes:*   * *3 pupils have made significant improvements and are returning to mainstream class* * *2 pupils have been referred for EHCP assessment* * *2 pupils where there are some safeguarding concerns have made some improvement* * *3 pupils have made some improvements since beginning in September 2016. One of these pupils has also received a SaLT assessment.*   **Next Step:**   * **Continue to support 10 pupils currently accessing Nurture Group ensuring that any advice from EHCP and SaLT are acted upon both in NG and in the classroom.** | Boxall Profiles for pupils accessing Nurture Group indicate improved behaviour. |
| **U** | WOW Zone – After school learning programme | | £5,400 | After School Study Support group for Year 6 pupils including the most able. The focus was to improve Literacy and Maths skills through the use of ICT. Most pupils successfully completed the programme and the tutors provided positive feedback on their progress (see weekly reports)  *Outcomes:*   * *27 pupils began the programme with 23 pupils successfully completing it.* | Disadvantaged pupils including the more able access WOW Zone and successfully complete programme. |
| **V** | Funding places and subsidising costs for school residential trips, visits and visitors to school in order to ensure that all pupils experience a visit / event linked to their topic each term | | £6548 | To enhance the curriculum, all children have been able to participate in a range of visits and activities in school, broadening their experiences through new and challenging activities. Some notable outcomes are described below.  *Outcomes:*   * *25 Y6 pupils attended a 3 day “Outdoor Education” residential in the Lake District* * *Debate Mate team has reached the national finals in London and Oxford University (June & July 2017)* * *21 pupils successfully completed the 2 day Bikeability course* * *All KS1 & KS2 pupils accessed a “google expeditions” event* * *KS2 pupils have accessed science and technology workshops both in school and through visits to our partner high school* * *All EYFS and KS1 took part in Rhyme Team organised by CBeebies.* | Disadvantaged pupils attend school trips, residential visits and exciting school events each term. |
| **W** | Early Years Pupil Premium funding – providing a bespoke social communication programme for Reception pupils | | £2417 | All children are accessing all aspects of the Reception classroom with confidence. Circle time and Speaking & Listening programmes have been used effectively to ensure PSE & CL skills improve. Narrowing The Gap plans have enabled staff to focus on target pupils for accelerated progress.  *Outcomes:*   * *92% of PP pupils achieved expected in all aspects of CLL* * *100% of PP pupils achieved expected in all aspects of PSED* * *66% of PP pupils achieved a Good Level of Development (GLD)*   **Next Steps**   * **Ensure a similar programme is put in to place in 17/18** | Disadvantaged pupils to attain ELG in all aspects of PSE & CL by Summer 2017 (Aut : 40 – 60F & Spr: 40 – 60S) |
| **X** | Tailored support for Looked After Children (LAC) through a personal education plan (PEP). | | £3800 | 1 LAC pupil has an evaluated PEP in place which is described by LA as being “good with some outstanding educational content”.  *Outcomes:*   * *Accelerated progress has been made in Writing* * *Expected progress has been made in Maths and Reading* * *Slow progress has been made in SPaG*   **Next Steps**   * **Review provision in Reading, Maths and SPaG to ensure rapid progress is made.** | All PEPs are up to date and evaluated.  LAC children make accelerated progress in all areas. |
|  | **OBJECTIVE 4 TOTAL** | | **£43165** |  |  |