

Total number of pupils	42	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Apr 201
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2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>England average for all children</i>
% achieving a good level of development at the end of F2	n/a	71% (2016 data)
% achieving the required standard in the Y1 Phonics test	n/a	81% (2016 data)
% achieving the expected level in reading in KS1	n/a	74%
% achieving the expected level in writing in KS1	n/a	65%
% achieving the expected level in maths in KS1	n/a	73%
% achieving the expected level in reading, writing and maths in KS1	n/a	60%
% achieving the expected level in reading, writing and maths in KS2	supressed	61%
% achieving the expected level in reading	supressed	71%
% achieving the expected level in writing	supressed	76%
% achieving the expected level in maths	supressed	75%
% achieving the expected level in GPS	supressed	77%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Writing and communication skills are lower for pupils eligible for PP than for other pupils. This slows progress and has a negative impact on all areas of learning particularly in KS1.
B.	Pupils eligible for PP do not achieve attainment at greater depth at the same rate as other pupils.
C.	There is a significant number of vulnerable children who find it hard to learn using a conventional curriculum and have additional needs that are being addressed through the SEND provision.
External barriers	
D.	

4. Desired outcomes		Success criteria
A.	Improve attainment in phonics, writing and maths for pupils eligible for PP in FS and KS1	Pupils eligible for PP in FS and KS1 make rapid progress by the end of KS1 so that all

## 5. Planned expenditure

Academic Year

2017 - 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment in phonics, writing and maths for pupils eligible for PP in FS and KS1	Synthetic phonics taught daily, small class size teaching for pupils.	We want to invest some PP money in ensuring that these children are taught as a small class to ensure that they are given personalised learning linked to their needs and gaps.	Use of training days to deliver high quality training to the staff in phonics. On-going development days / mentorship of teachers and TAs throughout the implementation period and beyond	English/Maths lead	13 week assessment cycle which runs through the academic year.  Final review in Jul 2018
Improve attainment for pupils eligible for PP, particularly in writing	Improvement of writing basics including spelling, handwriting and punctuation.	We want to invest some PP money in ensuring that the children are taught as a small group in KS2 to ensure that the PP children are receiving specific teaching based on their needs.  Focus will be on grammar punctuation, spelling and sentence structure.	Use of training days to deliver high quality training for all staff. On-going monitoring of outcomes and targeted intervention for teachers and support staff.  Ebor resources used to monitor progress.	English/Maths Leaders	End of Cycle 2:  End of Cycle 3:
<b>Total budgeted cost</b>					2,000

and maths for pupils eligible for PP in FS and KS1		effective in other schools	sufficient preparation and delivery time		
Improve attainment for pupils eligible for PP, particularly in writing.	Weekly interventions in targeted writing skills and programmes from well-trained TAs.  Additional small group sessions delivered by highly trained TAs	We want to provide extra support to maintain high attainment in Reading and GPS and extend this to Maths and Writing. Specifically targeted, small group interventions with highly qualified staff have been shown to be effective, as seen in NFER research.	Extra teaching time and preparation time paid out of our PP budget Impact overseen by SLT. Engage with parents and pupils before intervention begins to address any concerns and engage support for the additional sessions	SENDCo/ English/ Maths Lead	July 2018
<b>Total budgeted cost</b>					<b>£17020</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve learning outcomes for children with complex needs who are eligible for PP	Additional advice and support offered to class teachers  SENDCo to co-ordinate additional support for pupils with SEND and eligible for the pupil premium grant.	We want to offer additional support for the pupils who have more complex needs beyond the eligibility for the pupil premium grant.  Due to small cohorts, many of our pupil premium children are also SEND and therefore it is essential that all of their needs are met.	Monitoring/advice/support by Executive Head and MAT Behaviour & Wellbeing Lead	Head of School  SENCO	July 2018:  End of Cycle 1 2017:  End of Cycle 2 2018:  End of Cycle 3 2018:

Improve attainment in Reading and Writing for pupils eligible for PP across the school.	Small focussed groups for developing skills.	Ongoing assessments show that the small class size is effective for the majority of children.		1700
Improve attainment for pupils eligible for PP in KS2, particularly in Maths	Year 4 and 5 taught separately for maths for 2 terms. After studying the Sutton Trust research on the most effective use of additional funding we have reduced group sizes for Maths and English to enable us to provide more focussed feedback for each child .	The focussed teaching using the White Rose maths hub resources showed accelerated progress for the vast majority of pupils.	Filling the gaps in learning was not a quick fix activity but the children are in a better starting place this year due to the focussed teaching.	

## ii. Targeted support

Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1	1 to 1 and small group provision.	Ongoing assessments show that the programme is effective for the majority of children. Children who struggle do make progress, albeit slowly.	Further research needed into how to support children who struggle to retain letters and their sounds, so they can make rapid progress to catch-up with their peers.	11940
Improve attainment for pupils eligible for PP in KS2, particularly in Maths	Additional small group sessions for maths, delivered by highly trained TAs	This method of support works well and children make progress in areas taught in targeted groups.	Groups need to be regular and linked to in-class learning for the outcomes to be long-lasting and effective.	

## iii. Other approaches

Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Improve attainment for lower attaining pupils, or those with	Small group intervention with pupils to support their learning.	All children eligible for PP made progress against personal targets	Small group intervention needs to be more closely linked to current	600