

Item/Project	Objective	Cost		Outcomes:												
Strategic leadership of PP outcomes	To drive intervention through data analysis and staff development.	£25 600	Raising Standards Leader – Deputy Head 0.4 non-contact Cost includes ‘on costs’ to school	<b>Across school:</b> At Summer1, 60% of PP groups outperformed NPP in R, WR or M <b>Early support:</b> Reception progress In Reading and Maths, PP children made better progress than NPP and no significant difference in Writing progress: <b>PP</b> R5.9 WR 4.4 M5.3 <b>NPP</b> R 5.6 WR 4.6 M 4.6 Some Rec chn made as much as 10 points progress. <b>Smaller Classes:</b> Y2 outcomes significantly better: <b>2016</b> PP results: <b>R44% WR50% M44%</b> <b>2017</b> PP results: <b>R72% WR77% M66%</b> Y6 outcomes: Excellent progress in writing and maths and progress in reading is not significantly below the national. <table><tr><td></td><td><b>Reading</b></td><td><b>Writing</b></td><td><b>Maths</b></td></tr><tr><td><b>Progress score PP</b></td><td><b>-0.03</b></td><td><b>+4.09</b></td><td><b>+1.10</b></td></tr><tr><td><b>National other</b></td><td>+0.33</td><td>+0.17</td><td>+0.28</td></tr></table>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Progress score PP</b>	<b>-0.03</b>	<b>+4.09</b>	<b>+1.10</b>	<b>National other</b>	+0.33	+0.17	+0.28
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Early intervention class	Targeted teaching to achieve best outcomes for pupils and support accelerated progress from baseline data.	£47 000	Experienced full time teacher Cost includes ‘on costs’ to school													
Early support	Provide higher staff ratios in foundation stage and KS1 to support accelerated progress.	£ 28 200	2 x full time TA (L2) Cost include ‘on costs’ to school													
Smaller classes	Targeted teaching to achieve best outcomes for pupils.	£32 000 £28 100	0.5 DHT (Y2 & PP Champion – see above) 0.5 AHT (Y6) Cost includes ‘on costs’ to school													
KS2 Intervention	Increase attainment and progress in upper KS2 cohort through additional targeted teaching	£12 000	Additional teacher 4 x mornings – bespoke basic skills curriculum for high proportion SEN children/reduction in pupil numbers in main cohort enabling increased support	Annual progress comparison for same period shows that intervention had clear impact on writing and maths but little discernible impact on reading. <table><tr><td><b>A2 – Sp2</b></td><td><b>R</b></td><td><b>W</b></td><td><b>M</b></td></tr><tr><td><b>2015-16</b></td><td>1.4</td><td>1.3</td><td>1.5</td></tr><tr><td><b>2016-17</b></td><td>1.4</td><td>1.7</td><td>2.1</td></tr></table>	<b>A2 – Sp2</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>2015-16</b>	1.4	1.3	1.5	<b>2016-17</b>	1.4	1.7	2.1
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Early Writing	To improve auditory and physical skills in order to impact on early learning, in particular, writing.	£2500	‘YogaBugs’ Project Weekly Literacy, PSED & Physical learning programme for Reception children.	EYs overall outcomes in writing increased from 63% to 71%. There was a significant gap between PP and NPP attainment in writing (18%) contributed to by complex SEN issues. However, progress was 5.6 APS for PP compared to 5.5 APS for NPP.												
Attendance Support & Rewards	To increase school attendance to national (+) averages and ensure that children are	£4000 Attendance	Attendance Officer intervention with families below 90%;	Sustained strong profile of <b>PP</b> attendance ( <b>96.2%</b> ) and no significant difference to <b>NPP (96.6%)</b> .												

	accessing learning regularly and on time.	Officer & PSA time (1/6) £1000 pupil rewards	Renewed incentives and rewards – external 100% party provider	Targeted intervention with specific children reduced PP persistence absence from 11 pupils to 7 by the end of the year. Of those 7 pupils, 3 ended the year above 85% and 3 were between 80% and 85%.															
Breakfast Club	To increase school attendance to national (+) averages and ensure that children are accessing learning regularly and on time.	£2000	Additional staff in breakfast club in order to increase numbers so can be offered to more families to support attendance, punctuality and home circumstance;	68% of regular attenders at breakfast club are <b>PP</b> . As a result, children are in school, on time and ready for learning. Table shows impact on specific pupils in improving attendance: <table><tr><th colspan="3">Attendance</th></tr><tr><th>pupil</th><th>2015-16</th><th>2016-17</th></tr><tr><td>1</td><td>96%</td><td>98.3%</td></tr><tr><td>2</td><td>94%</td><td>99%</td></tr><tr><td>3</td><td>93%</td><td>99%</td></tr></table>	Attendance			pupil	2015-16	2016-17	1	96%	98.3%	2	94%	99%	3	93%	99%
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Behaviour Support	To support children at risk of exclusion or disaffection; to support children with social, emotional and behavioural difficulties.	£2400	‘The Bungalow Project’ Play Therapy	Extended work with PP KS2 pupil with multiple fixed term exclusions. Pupil improved attendance from 71% to 88% by the end of the year and no further exclusions after autumn term.															
Music Specialists	To develop confidence in performance and collaboration; develop excellence in creative work.	£4500	Emma Sheraton & Adam Gibson 1 x morning weekly delivering singing to whole school in phase groups.	<b>In all children:</b> Increased confidence and high enjoyment; children eager to perform and enjoy opportunity to succeed in non-academic measure, including choir performances outside of school. This has positive impact on self-image and confidence in the classroom. <b>In the school choir:</b> Out of 44 children in the school choir, <b>72%</b> are Pupil Premium children.															
Educational Visits and Opportunities	To enable all children to access high quality learning opportunities beyond the school; develop cultural awareness and widen experiences.	£6000	Subsidised trips and residential.	Funding subsidised school residential for Year 6 pupils keeping costs affordable and reducing barriers to engagement. Funding has also been used for live theatre productions and to significantly subsidise school visits as part of the Engage aspect of our curriculum. These experiences have a significant impact on the social skills, self-esteem and confidence of our children and ensure that classroom learning is extended and supported. Book scrutinies evidence children’s enjoyment of their learning and pupil response to enrichment opportunities is extremely positive.															
	Total	£195 200																	