



Pupil Premium Plan for Spending

2017 – 2018

Funding information: £1,320 (2x£1,320) FSM

£6,600 (5x£1,320) Ever 6

£1,900 (1x£1,900) LAC

£1,200 (4x£300) Services

Total - £12,340

1 child is eligible for both FSM and Services funding.

Pupil information:

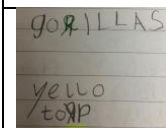
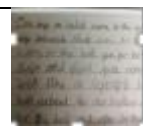
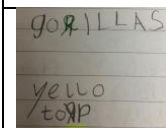
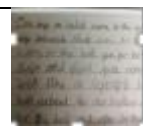
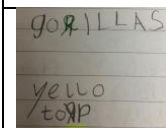
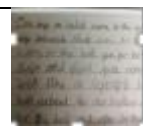
Qualifying pupils for pupil premium	Free school meals	Ever 6	Previously Looked After in Care (PLAC)	LAC	Services
Numbers and % involved	2 2.4%	5 6.0%	1 1.2%		4 4.8%

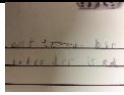
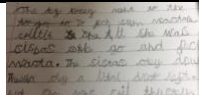
% and number of pupils eligible for a Free School Meal (FSM) as of September 2017

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				1 child	1 child	
				7.7%	7.7%	

% and number of pupils eligible for Pupil Premium as of September 2015 (Ever 6, Service children, LAC)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1 child	1 child	2 children	1 child	3 children	2 children
	9.1%	7.1%	13.3%	7.7%	23.1%	14.3%

Approach / resource	Cost	Objectives / Desired outcome	Actions	Review				
Fine motor groups to run each week using ‘Write from the Start’ to support children who find the physical process of writing difficult. Intervention group to run 3 times a week for 30 minutes.	Budgeted £1000 Spent £760	- Children develop the fine motor control and strength to produce legible letters. - Spatial organisation is improved and therefore legibility is improved. - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.	- Children develop the fine motor control and strength to produce legible letters. - Spatial organisation is improved and therefore legibility is improved. - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.	Autumn Term – 4 children (3 left at Christmas) Spring Term – 2 children Summer Term – 1 child This intervention ran daily for 20 mins rather than 3 times a week for 30 mins. See handwriting samples below to see progress.				
Speed Up Handwriting intervention group in KS2 to support children whose writing lacks fluency or who find it difficult to write at speed. Intervention group to run once a week for an hour.	Budgeted £500 plus £200 (resources) Spent £860	- Children develop a greater fluency with their writing. - Writing is legible. - Children are able to write at length due to increased speed. - Purchase resources - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.	- Children develop a greater fluency with their writing. - Writing is legible. - Children are able to write at length due to increased speed. - Purchase resources - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.	Autumn Term – 3 children (2 left at Christmas) Spring Term – 2 children Summer Term – 1 child This intervention ran daily for 20 mins rather than 3 times a week for 30 mins. (allocated time 30 mins per day to include prep) Handwriting samples to show progress				
				<table><tr><th>Before</th><th>After</th></tr><tr><td></td><td></td></tr></table>	Before	After		
Before	After							
								

				 
Small group phonics for Year 1 children at risk of not passing the phonic check.	Budgeted £1000 Spent £880	- Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children.	- Timetable set up to allow for a daily group session to support pre-teaching of phonemes or consolidation of phonemes already taught. - Planned by the class teacher for a TA to deliver.	Including part of purchase of Storytime Phonics scheme.
ERT Expanded Rehearsal Technique	Budgeted £400 Spent £504	-Children make at least expected progress in phonics. - Children are able to read with fluency – 90 words per minute. (Y2 and above)	Timetable set up to allow for a daily 1:1 session to support pre-teaching of phonemes or consolidation of phonemes already taught.	Autumn Term – 4 children (3 left at Christmas) Spring Term – 2 children (1 started in Jan) Summer Term – 2 children Of the 2 children above, one child will reach age related expectations for their year group. The second child has shown progress in all areas of ERT. A significant amount of preparation time was spent before the intervention could begin (4 hours). This also included an observation in another school (2 hours) and specialist teacher meetings (2 hours). Ongoing prep and record keeping – 1 hour per week.
Daily 1:1 phonic booster for Year 3 catch up.	Budgeted £1000 Spent £1296	- Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children.	Timetable set up to allow for a daily 1:1 session to support pre-teaching of phonemes or consolidation of phonemes already taught.	Autumn Term – 2 children (left at Christmas) Spring Term – 1 child Summer Term – 1 child

				When this child started with us, he / she did not know all of the letter sounds. They now confidently use the Phase 3 phonemes and some Phase 5 ones when reading and this is becoming apparent in writing too.
Daily fine motor group for Reception/Year 1 children.	Budgeted £1000 Spent £200	Children are able to move successfully from mark marking to letter formation. - Children achieve the ELG for Moving and Handling and this has a positive impact on their ELG for Writing.	-Timetable set up to allow for a daily fine motor group in addition to normal classroom practise. - Class teacher to purchase resources to support fine motor development.	Autumn Term – 1 child (left at Christmas)
Daily 1:1 reading	Budgeted £1000 Spent £276	-Children make at least expected progress in reading. -Children enjoy reading and can talk about a range of texts.	-Identify any PP children who are not supported to read every day at home. - Timetable set up to allow for daily 1:1 reading. -Additional TA support in class.	Autumn term – 4 children (3 left at Christmas) Spring term – 2 children Summer Term – 2 children New books to support these children were also purchased. Additional GR support
Daily 1:1 maths fluency sessions / additional support in class.	Budgeted £1500 Spent £1580	-Children make at least expected progress in maths. -Children are more confident with fluency activities such as times tables and mental calculations.	-Identify and PP children requiring support with fluency. Timetable set up to allow for a mathematical fluency group to take place and additional support in class.	Autumn Term – 3 children Spring Term – 2 children Summer Term – 2 children Children Also bought Times Table Rockstars in this allocation.
Third Space Learning provision to support maths.	Budgeted £600 Spent £600	-Children make at least expected progress in maths. -Children gain more confidence in their maths work.	- Identify any Y6 PP children who may not make the expected level in Y6. -Sign up for a Third Space learning maths slot.	Two PP children began this intervention and one continued beyond the first term. Both children are expected to reach age related expectations in maths.

				A Y5 child will be taking over one of the places in June to provide a booster for Y6.
Support with payments for visits out of school, residential and extra curricular opportunities.	Budgeted £2000 Spent £1273	To give children opportunities to engage in learning outside the classroom. - To give children the opportunity to engage in experiences that might not be available to them without support. - To support parents with costs so that their children have equal opportunities to take part.	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.	All children have been provided with a 50% contribution towards trips, visits, the cost of enrichment days in school visitors in school and the residential. All PP children participated in all activities offered to their year group.
Provision of school uniform and PE kit.	Budgeted £100 (estimated) Spent £30	To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them	Additional T-shirts and shorts were purchased.
School office to monitor attendance every week and identifying children who are a concern over 6 weekly blocks so that we can follow up in line with EWO recommendations.	Budgeted £500 Spent £100	The HT has up to date and accurate information about group attendance so that we can intervene quickly to ensure that pupils with the highest need are attending school in order to access high quality teaching and make accelerated progress. - The attendance of our PP children is monitored and any concerns followed up promptly. - Attendance rates of our PP children improve and is at least in-line with	Share the County attendance 3 letter system with the office. Office to create a spreadsheet and/or report within SIMs that will populate attendance data so we can track groups and individuals. Regular meeting time between HT & school secretary to review weekly attendance data. Letters written to parents when attendance is causing a concern – following the 3 letter system. HT and school secretary to meet with the EWO.	

		national. - Persistent absence rates for our PP children improve.		
Early Birds / Stay and Play provision subsidies to support working parents with wrap around care.	Budgeted £2000 Spent £2821	To provide financial support for wrap around childcare for the working parents of PP children.	Parents of PP funded children will be considered for up a 50% reduction on request. They will also be supported with their homework for the first hour of the club where required.	Children were supported in the Stay and Play club with their homework which saw an increase in quality and contribution.
TA support was also put in place from January to support a new starter with individual needs to settle.	Spent £1,220 (more funded by school through the deployment of the TA)	To support the transition of a child who had been having difficulties at his previous school and allow him / her to settle confidently and happily.	TA to support him on entry to the classroom. Set 1 to 1 or small group work will be planned at his / her individual level with increased adult input at first and then reducing this when able. TA to support group work and making a new friendship group.	This strategy has worked very successfully and the child is happily part of the class and school. He / she has made new friends and behaves well in school. The support with learning has increased his / her confidence and they are also able to carry out independent tasks too now.
TOTAL - £12,400		Total spent from September to July = £12,400		