Review of expenditure academic year 2017-2018					
Pupil Premium Income £ 67,860					
Activity/intervention	Money allocated	Pupil/student groups supported	Impact and desired outcomes	Evidence	Impact
i. Quality of teaching for all	£30,000				
Nurture provision, positive play and extra-curricular clubs.		Pupils who were vulnerable because of their circumstances (including disadvantaged) and needed emotional and social support	Children will be socially emotionally ready for learning through the use of nurture and extra-curricular club provision. Children who are of high ability aspire to do the best they can.	High quality trained TAs used effectively Professional knowledge Monitored Boxall Profiles (All children – entry Boxall profiles, targets set and monitored termly and exit Boxall profile) Monitored progress through pupil progress meetings (Dialogue)	Nurture accessed by disadvantaged children when a need has been identified. Records show the positive impact on social skills and attitudes towards learning.
Time with intervention teachers/TAs to work on feedback support, embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers		Pupils who were not on track to meet end of year expectations and were at risk of not meeting end of KS targets and were vulnerable because of their circumstances (including disadvantaged)	For SEN PP children – appropriate intervention and provision is in place and the SENCo monitors the progress of these children following pupil progress meetings	HT and SENCos monitored the pupils progress during pupil progress meetings and set clear targets. Teachers and TAs monitored the progress of disadvantaged pupils using 'impact' records. IEP targets assessed on a termly basis for children who are	High levels of progress. A significant number of pupil premium children have made expected yearly progress with some making accelerated progress (Closing the gap in attainment with non-disadvantaged peers).

					disadvantaged and SEND.
MAT workers to assist with parental/pupil engagement where a referral has been made Parent/teacher consultations Parental workshops Newsletters		Pupils who were not on track to meet end of year expectations and were at risk of not meeting end of KS targets and were vulnerable because of their circumstances (including disadvantaged)	Children are supported in school with homework etc. and intervention time is used to support children. Parents are encouraged to support their children in their learning	Increased number of parent questionnaires completed. Increased attendance at parents evening and other special events. Multi Agency meetings in place to support most vulnerable and work with families. (eg parental workshops) Disadvantaged pupils offered support with homework tasks.	Increased attendance and parental engagement with disadvantaged families when needed.
ii. Targeted support	**£27,000**				
Support staff/Class teacher utilised to support pupil premium pupils and intervention to ensure the gap closes		Children have had access to a teaching assistant where appropriate (under the direction of class teachers). Teacher intervention groups – where appropriate to include disadvantaged pupils.	Improve attainment for all pupil premium children across the school	Pupils make accelerated progress in almost all classes and at least expected progress in all classes. Support staff provided a key role in supporting the class teachers to achieve their	High levels of progress. A significant number of pupil premium children have made expected yearly progress with some making accelerated progress (Closing the gap in attainment with non-disadvantaged peers). **Made at least 1 year progress in a year** <table><tr><td></td><td>Reading</td><td>Writing</td><td>SPAG</td><td>Maths</td><td>Science</td></tr><tr><td>Overall</td><td>95</td><td>95</td><td>85</td><td>95</td><td>90</td></tr></table> **On course to make at least expected progress across the Key Stage** <table><tr><td></td><td>Reading</td><td>Writing</td><td>SPAG</td><td>Maths</td><td>Science</td></tr><tr><td>Overall</td><td>90</td><td>93</td><td>80</td><td>90</td><td>85</td></tr></table>

				aspirational and expected targets. Termly book scrutiny's showed that feedback was being used effectively across the school. Pupil voice showed that pupil attitudes to learning had improved.	
Termly meetings with MAT worker with responsibility for attendance		Pupils who are not on track to meet end of year expectations and are at risk of not meeting end of KS targets and are vulnerable because of their poor attendance (including disadvantaged)	Children who are disadvantaged are given support to attend school in line with their peers, make necessary progress and have the necessary social and emotional support to learn	Attendance data. Parents and children have access to the necessary support (or can be signposted to others). Assessment – where children are in relation to end of year expectations. Pupil voice records. Children's books	Attendance has maintained at a high level. Specific low attending pupils have reduced.
Utilise TA hours so that all children have access to teaching assistant where appropriate (under the direction of class teachers). Teacher intervention groups – where possible.		Pupils who are not on track to meet end of year expectations and are at risk of not meeting end of KS targets and are vulnerable because of their circumstances (including disadvantaged)	Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Learning is accelerated. Our aspiration is for children to be able to achieve end of year expectations.	Feedback from class teachers, lesson observations and pupil Assessment – where children are in relation to end of year expectations. Utilising high quality trained TAs effectively	High levels of progress. A significant number of pupil premium children have made accelerated progress and closed the gap in attainment.

Made at least 1 year progress in a year

	Reading	Writing	SPAG	Maths	Science
Overall	95	95	85	95	90

On course to make at least expected progress across the Key Stage

	Reading	Writing	SPAG	Maths	Science
Overall	90	93	80	90	85

Additional Pupil premium spending	£10,860			
Funding for school trips. Funding for residentials Funding for extra-curricular clubs. Support for ICT software/hardware. Funding for essential clothing eg PE kit, trainers, school uniform		Opportunity given to all disadvantaged pupils to access.	Child able to attend the residential/trip so that no child is excluded due to monetary constraints. Lunch times are much more settled and as a result children are more settled and make progress To give children opportunities that they may not otherwise have had. Correct clothing provided so children included in school life.	Attendence on trips/residential/extra curricular clubs. Participation in PE lessons.	No one missed out on any residential trip due to financial constraints. Some children have benefitted from school uniform and PE clothing. 55% of PP children requested an extra-curricular club place. Of these children, 68% attended a club.