

Planned Pupil Premium Spending 2018-19					
Approach*	Barriers addressed:	Area of funding	Amount (£)	Desired Impact	Impact
Behaviour and social emotional learning	Children face insecure or challenging home circumstances, limited opportunities and routines.	Wellbeing provision	42999	Comprehensive wellbeing support for children enables them to achieve, regardless of barriers - offering strategies, such as: Place 2 Be counselling programme; TALC; sensory circuits; Early Help Assessment support; lunchtime support; behaviour programmes. Entry and exit data shows positive improvement.	Behaviour is good and there is extensive wellbeing support in school for children with SEMH needs and support and signposting for their families. Comprehensive Speech and Language systems in place. Entry and end point data for intervention programmes show positive impact. Children at risk of exclusion or being out of school
		Breakfast club	1900	Children enjoy a sociable, energising and settled start to the day.	Breakfast club has demand that outstripped supply.
		Attendance 2 hours a week (attendance officer)	1534	Attendance is at 96%	Attendance was 95.59%
		CPOMS safeguarding software	580	Incidents and related data are tracked and managed to ensure that safeguarding and behaviour is of the highest standard.	CPOMS effectively tracks safeguarding and behaviour incidents and eased transition to secondary school.
		Education off site provision	1300	Where needed, provision is made to ensure that children continue in education.	Children remain in school learning.
EYFS	Some of our children enter school without the school readiness skills needed, as shown by our baseline assessments.	Tapestry, teaching CPD and support staff and interventions TA support 5 hours pw EYFS, Y1 transition (£3095)	3473	Children with PPF made expected or greater progress from their baseline measures.	GLD 44% of PPF EYFS cohort, but good progress from start points.
Literacy and maths standards development	Children enter school attaining below age-expected standards. Funds are used to close this gap as children move through the school.	Leadership release time 3.5 days	636	English and Maths attainment for PPF children is close to that of non-PPF children. Through: Whole school monitoring systems High quality CPD - AfL; Speech and Language; EYFS; SEND; Inclusion Expert... Lead HLTA time for organisation and training of TAs to lead focused interventions in the afternoon sessions, including research driven programmes (Success @ Arithmetic, Better Reading; 1st Class @ Writing) Homework club English, maths and phonics intervention programmes	Reading, 67% expected, 33% higher standard
		CPD for leaders for: assessment for learning; outstanding teaching and learning literacy and learning to learn, reading, Inclusion	850		Writing, 42% expected, 17% higher standard
		Assessment training and reporting systems FFT, Inclusion training and systems	1228		Maths, 42% expected, 25% higher standard
		English and maths interventions	13584		Combined, 33% expected, 8% higher standard
Support for teaching assistant development and leadership	Targeted support and interventions are led and run by well-trained staff.	TA leadership, training	11088		
Digital technology	Resources at home can be a barrier to learning beyond the classroom.	Online learning resources Mathletics /Reading/ Junior Librarian/ Purple Mash	2590	Children can access learning independently using readily available technology in the home and be supported in their learning through the school library system.	Widespread use of homelearning software - Mathletics, Reading Eggs, Junior Librarian, Purple Mash - positive parental feedback and child engagement.
Parental support and engagement	Families need support in understanding ways to support	Reading Café programme etc Wellbeing resources	100	Reading skills and school/family relationships are built up through a supportive environment.	Reading cafes run in classes in school time this year and worked fairly well.

	<b>their children's learning and in accessing help available to them. Agencies need to be signposted, using Pathway and Early Help systems.</b>	Marvellous Me parental contact system	498	Parents are kept regularly and positively informed through an app system. Parental surveys show positive reaction (95%+ agreeing) to school communication systems.	Unanimously positive feedback on the Marvellous Me system at March parents meetings.
		Parenting courses and resources	500	Webster Stratton Parenting Course is available once a year for those families for whom support is needed.	Signposted courses.
<b>Outdoor / adventure learning and learning environment</b>	<b>Children do not all have access to outdoor play and learning and do not have wider learning opportunities.</b>	Forest schools and Curriculum development	3000	There is ready access to outdoor learning for PPF children, which is of high quality.	Forest Schools not yet begun due to lack of training facility.
		Trip subsidies	1000	Children can engage in a variety of enrichment opportunities that otherwise would not be feasible.	Trips supported.
<b>Sports participation</b>	<b>Children cannot all access clubs at home.</b>	Lunchtime resources	1000	Through our lunch time provision children are able to engage in active leisure and teamwork.	Lunchtime resources purchased and in good use.
<b>Arts participation</b>	<b>Musical opportunities and the chance to perform as a choir or orchestra would be prohibitively expensive for</b>	Music - release and resources	1445	Skilled music teaching and tuition, alongside festivals and two choirs enriches the learning of our PPF children.	Successful music lessons and take up on tuition.
		Contribution towards musical instrument tuition	375		
		<b>Total</b>	89680		

\* When allocating our Pupil Premium Funding, we referred to the research from the Education Endowment Foundation Trust to plan for effective spending.