

Estimated Allocation: £74,000 + C/F £10,000= £84,000

| Pupil Premium Actions | Purpose | Impact July 2018 | | | | | | | | | | | | | | |
|--|--|---|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|------|-----|
| Teaching Assistants to support across KS1-2 for interventions, booster groups. | <ul style="list-style-type: none">To raise attainmentTo promote more rapid progressTo narrow group gaps | <div>Children making expected progress<table><tr><td>R</td><td>83%</td></tr><tr><td>W</td><td>71%</td></tr><tr><td>M</td><td>86%</td></tr></table></div> <div>Children at ARE<table><tr><td>R</td><td>61%</td></tr><tr><td>W</td><td>52%</td></tr><tr><td>M</td><td>65%</td></tr><tr><td>Spag</td><td>52%</td></tr></table></div> | R | 83% | W | 71% | M | 86% | R | 61% | W | 52% | M | 65% | Spag | 52% |
| R | 83% | | | | | | | | | | | | | | | |
| W | 71% | | | | | | | | | | | | | | | |
| M | 86% | | | | | | | | | | | | | | | |
| R | 61% | | | | | | | | | | | | | | | |
| W | 52% | | | | | | | | | | | | | | | |
| M | 65% | | | | | | | | | | | | | | | |
| Spag | 52% | | | | | | | | | | | | | | | |
| Wellbeing Extra support for wellbeing and pastoral needs for PP pupil/s. | <ul style="list-style-type: none">To improve attendanceTo improve engagementTo raise attainmentTo promote progress | Child took part in the SATS tests but did not reach ARE Child made 2 steps of progress in maths and spag and 4 steps in reading and writing | | | | | | | | | | | | | | |
| P/T Learning Mentor for attendance and pastoral family work | <ul style="list-style-type: none">To ensure good attendanceTo ensure appropriate behaviour and minimal disruption for class so others can learnTo promote more rapid progress. | <div>Learning mentors work with 64% of our PP children and their families on regular basis. Parent Questionnaire stated</div> <div><i>Learning mentors always there to talk about school which has helped her confidence.</i></div> | | | | | | | | | | | | | | |
| Miscellaneous Subsidising school trips and outings for PP pupils. Visitors to school, trips to events etc. | <ul style="list-style-type: none">To narrow the social divideTo raise life expectations and aspirationsTo raise self-esteem and belief | Parents are offered the 50% subsidy on all trips and are eligible for this if they wish. We have had an exciting range of trips and events throughout the academic year which have inspired our pupils. Parent questionnaire showed that 100% of parents were pleased that their child benefitted from funding for the trips | | | | | | | | | | | | | | |

Estimated Allocation: £74,000 + C/F £10,000= £84,000

| <p>Group support Y6 Provide targeted group sessions with the class teacher/DHT in maths and English for pupils identified from the tracking as falling behind with an initial focus on Y6 pupils from January.</p> | <ul style="list-style-type: none"> To identify gaps between different groups in Y6 To raise attainment To promote more rapid progress To narrow group gaps | <p>DHT in class from February to teach maths daily leading up to SATs.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|----|-----|---|-----|-----|---|-----|-----|---|-----|-----|--|----|-----|---|-----|-----|---|-----|-----|---|-----|-----|--|----|-----|---|-----|-----|---|-----|-----|---|-----|-----|------|-----|-----|--|--|--|
| <p>HT and DHT involved in planning and teaching enhanced curriculum</p> | <p>1 Session per week in line with SDP</p> | <p>Cornerstones Curriculum is embedded in the classroom, WOW days and events are taking place.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Provide CPD for new and existing teachers and teaching assistants to deliver Talk for Writing, Reading, Writing and Maths interventions</p> | <ul style="list-style-type: none"> To raise attainment To promote more rapid progress To narrow group gaps | <p>Whole School expected progress</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non</th></tr> <tr> <td>R</td><td>83%</td><td>68%</td></tr> <tr> <td>W</td><td>71%</td><td>68%</td></tr> <tr> <td>M</td><td>86%</td><td>79%</td></tr> </table> <p>Whole School better than expected progress</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non</th></tr> <tr> <td>R</td><td>47%</td><td>18%</td></tr> <tr> <td>W</td><td>24%</td><td>11%</td></tr> <tr> <td>M</td><td>34%</td><td>19%</td></tr> </table> <p>Whole School ARE</p> <table border="1"> <tr> <th></th><th>PP</th><th>Non</th></tr> <tr> <td>R</td><td>61%</td><td>78%</td></tr> <tr> <td>W</td><td>52%</td><td>73%</td></tr> <tr> <td>M</td><td>65%</td><td>71%</td></tr> <tr> <td>Spag</td><td>52%</td><td>71%</td></tr> <tr> <td></td><td></td><td></td></tr> </table> | | PP | Non | R | 83% | 68% | W | 71% | 68% | M | 86% | 79% | | PP | Non | R | 47% | 18% | W | 24% | 11% | M | 34% | 19% | | PP | Non | R | 61% | 78% | W | 52% | 73% | M | 65% | 71% | Spag | 52% | 71% | | | |
| | PP | Non | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | 83% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | 71% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | 86% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Non | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | 47% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | 24% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | 34% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Non | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | 61% | 78% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W | 52% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | 65% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spag | 52% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Estimated Allocation: £74,000 + C/F £10,000= £84,000

| | | |
|--|---|---|
| Provide educational artistic, SMSC experiences for pupils giving opportunities for pupils to find new talents and explore different mediums. | <ul style="list-style-type: none"> To provide an exciting and engaging curriculum in which pupils aspire to achieve To acquire new skills and talents To raise self-esteem | <p>Pupil premium parent questionnaire completed showed that 100% of pupil premium children enjoyed being at school</p> <p>Brilliant Club Scholarship programme where all 4 pupil premium children attained their 2:1</p> |
| Provide a range of extra-curricular clubs | <ul style="list-style-type: none"> To provide an exciting range of extra-curricular clubs. To offer disadvantaged children free places To offer clubs which appeal to a range of interests Clubs offered by staff and outside agencies. | <p>40 % of PP children attending clubs throughout the year</p> <p>Archery morning club for PP children in Years 2 and 3</p> <p>4 children in Y5 taken part in the Brilliant Club scholarship programme</p> <p>Parent Questionnaire stated</p> |
| | | <p><i>My child enjoys the after school clubs which are provided free of charge and have enabled her to overcome her shyness</i></p> |
| | | |
| Fund suitable counselling service for pupils: Dare to Dream | <ul style="list-style-type: none"> To meet emotional needs To improve attendance To improve engagement To promote progress | <p>9 PP children have benefitted from this service</p> |
| Funding balance residential trip to Dol Y Moch for PP children and using the allocated places funding to assist low income families. | <ul style="list-style-type: none"> To narrow the social divide To raise life expectations and aspirations To raise self-esteem and belief | <p>3 children in Y6 have benefitted from this funding</p> |
| Free school milk to pupils on FSM | <ul style="list-style-type: none"> To offer free school milk to pupils on FSM from Jan 2015 as per new Food Standards | <p>PP children are offered the school milk</p> |
| Speech Therapy | <ul style="list-style-type: none"> To engage the services of a speech therapist to work with key children | <p>3 pp children have had speech therapy</p> |

Estimated Allocation: £74,000 + C/F £10,000= £84,000

| | | | | | | | | | | | | | | | | |
|---|---|--|---|-----|---|-----|---|-----|---|-----|---|-----|---|-----|------|-----|
| Support for Transient pupils – high number of our new pupils are disadvantaged | <ul style="list-style-type: none">Plan of support for Transient pupils in placeLead TA to work with transient pupils p.m. | Whole School expected progress <table><tr><td>R</td><td>76%</td></tr><tr><td>W</td><td>83%</td></tr><tr><td>M</td><td>78%</td></tr></table> Children at ARE <table><tr><td>R</td><td>64%</td></tr><tr><td>W</td><td>79%</td></tr><tr><td>M</td><td>76%</td></tr><tr><td>Spag</td><td>77%</td></tr></table> | R | 76% | W | 83% | M | 78% | R | 64% | W | 79% | M | 76% | Spag | 77% |
| R | 76% | | | | | | | | | | | | | | | |
| W | 83% | | | | | | | | | | | | | | | |
| M | 78% | | | | | | | | | | | | | | | |
| R | 64% | | | | | | | | | | | | | | | |
| W | 79% | | | | | | | | | | | | | | | |
| M | 76% | | | | | | | | | | | | | | | |
| Spag | 77% | | | | | | | | | | | | | | | |
| Resources and training Provide resources to deliver interventions incl ICT. In year expenses, new pupils who need additional support | <ul style="list-style-type: none">To raise attainmentTo promote more rapid progressTo narrow group gapsTo promote inclusion and engagement | | | | | | | | | | | | | | | |
| Investigate Forest Schools Provision to enhance SMSC across the school | <ul style="list-style-type: none"> | Teacher now trained in Forest Schools | | | | | | | | | | | | | | |