

'Review of Pupil Premium Grant 2017-2018'

1. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Language improvement from Reception to Yr 6 classes	Speech & Language Therapist – to train school staff and to work on 1:1 basis with children with significant language issues. Language Link Specific TA training delivering planned programmes to specific children Screening children and addressing mobility concerns	GLD for disadvantaged pupils was 51% with CLL at 69%.	Reduced use of S&L support for those with most significant need.	£19,720
Greater life experiences and improved attainment cross curricular	Subsidise educational trips including Yr 6 residential trip at the beginning of school year. Introduce music tuition for whole year group as well as specific after school clubs.	Pupil voice in September 2018 showed that pupils value a wide, broad and balanced curriculum offer. They particularly enjoy music lessons and events. Trips and visitors have been used to promote engagement. Levels of engagement across school have improved as evidenced in reduced incidents of disruptive behaviour and from learning walks.	Our new curriculum has strong links to purposeful learning, contextual experiences and engagement. Visits and visitors are planned in across the year.	£25,826

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure certain PP pupils are classroom ready	To provide a personalised programme delivered in our Nurture Room – Acorn staff	Academic progress for some children in Acorns was limited. On return to mainstream some children struggled to assimilate back into class leading to a return to disruptive behaviour. Some children benefitted from the nurturing environment and this ensured they attended school more consistently.	The nurture offer will be adapted. A sharper focus on ensuring academic success and progress will be aligned with the capacity to work with smaller groups of children. Planning will be led by class teachers and adapted by Acorn staff providing greater links with ongoing learning. Learning Mentors will be used to compliment the nurture offer, supporting children 1:1, through structured group activities and additional support at the point of learning in class.	£99,811
To identify children who need to receive emotional support, deliver this immediately and monitor the positive impact	Provide 1:1 emotional support with Malachi Family Support Workers and where necessary include work with parents for long term success	A review into how Malachi were supporting families and children showed that support was often long term and unsustainable financially.	Learning Mentors employed by the school will now provide support to children with additional emotional needs to ensure they can access learning. Families are signposted to access additional support from external services.	£60,954
Attendance % is improved, meaning that more pupils attend school and arrive on time	Utilise services of Pastoral Team and Malachi to establish root causes of poor attendance and support where necessary.	A part time attendance officer was employed at the start of the academic year. Overall attendance improved over the three terms in Y1-Y6.	Continue to employ attendance officer.	

Increase reading and vocabulary progress for certain PP pupils	Using Beanstalk reading volunteers to support identified children	All children made improvements in Baseline data and also nurtured their reading enjoyment, fluency and enjoyment.	Continue.	£1,284
To identify at the earliest stage the need for SEND interventions	Utilise the services of a recommended Educational Psychologist to assess pupil needs and recommend action to be taken	We have experienced many children across the school who join us in year and who have undiagnosed learning behaviour difficulties. We are able to get advice and support for staff and the child within 2/3 week period. The EP also engages with our multi-agency partners on our behalf which improves outcomes in gaining support.	Continue to use an Educational Psychologist to support diagnosis of learning behaviour difficulties and SEMH needs.	
To provide a Walking Bus to ensure children in need arrive at school on time to learn	To continue to employ 3 x Walking Bus guides who collect and walk 20 children to school every morning.	Many families have improved attendance; however this is not consistent pattern. However this does provide us with evidence when going through attendance processes that school is facilitating all opportunities for children to attend regularly. Some of our most vulnerable families benefit from this service as they are escorted safely to school.	Continue.	£3,312
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach).	Cost
To provide extra - curricular experiences for children with limited life choices	To offer a selection of art and musical clubs to improve abilities and be involved with tournaments and concerts	Children have an opportunity to develop additional skills and talents, building self-esteem and confidence. Several groups including choir, steel pans and dance have the opportunity to successfully perform in the local community.	Clubs will continue. An increased number of clubs will be delivered by teaching staff at no additional cost to the school.	