



Oldfield Park Junior School

Pupil Premium Policy

	Date	Author(s)	Notes
Drafted	26/09/12	Lynnette Baily	
Reviewed	28/01/13	AQT Sub Committee	Minor adjustments to present to SLT
Adopted	24/06/13	AQT Sub Committee	
Reviewed	30/09/13	SLT & AQT	Minor adjustments and additions
Reviewed	09/09/14	Marilyn Cole & Lynnette Baily	
Reviewed	15/07/15	Marilyn Cole & Lynnette Baily	
Reviewed	21/09/15	Dave Goucher & Lynnette Baily	Minor adjustments and addition of 15/16 plan
Reviewed	5/7/16	Dave Goucher, Lynnette Baily and Linda Peck (LA recommended PP Consultant)	Plan reviewed and examined with recommendations made. Subsequent action to replace current format
Reviewed	13/09/16	Dave Goucher	Data inputted and 15/16 plan reviewed
Reviewed	20/9/16	Dave Goucher and Lynnette Baily	New plan put in place following recommendations from the review.
Shared	27/9/16	FGB	15/16 Plan submitted coupled with implementation of new plan. Previous plan to be archived and replaced by new plan
Sub-Committee: SIPP			Governor: Helen Eastwood
This policy to be reviewed annually in Term 1			

Our Vision:

At Oldfield Park Junior School we work together as a supportive community to provide a happy, safe and stimulating environment where everyone is valued as an individual. Together we are engaged in our learning and are inspired to achieve excellence.

Background:

Pupil Premium funding is allocated to schools based on the number of children from low-income families who are known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012–13 was

extended to pupils who have been eligible for free school meals at any point in the last six years. Schools also receive a smaller amount for the children of service personnel.

Schools have the freedom to spend the premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment and improved outcomes for the most vulnerable and disadvantaged children.

We ensure that the money is spent wisely and that all our children benefit from the additional funding.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils whatever their background or ability.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils, as identified under the pupil premium funding, are adequately assessed and met.
- In making provision for disadvantaged pupils under the pupil premium government funding, we recognise that not all pupils who are eligible for free school meals are disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for pupil premium funding.
- Pupil premium funding is used to meet the needs of the children in order to 'narrow the gap' in their learning and life experiences.

Provision:

All our work through the pupil premium will be aimed at accelerating progress, 'narrowing the gap' and moving children on to achieve their full potential and expected progress. This will be through extending and enriching their life and learning experiences; promoting engagement in learning and ensuring they are secure in their knowledge and use of reading, writing and maths.

Provision may include:

- The school librarian working with targeted children on a weekly basis, to address their needs in accessing the library and developing learning and study skills.

- An experienced teacher working as a Learning Mentor with individuals and their families in identifying barriers to learning and providing practical advice for overcoming them. This will focus particularly on the hard to reach families in the school.
- Training for teaching and teaching support staff in offering effective advice and feedback to the children.
- Enrichment opportunities to enhance the learning environment for the children. An example of this is the Wider Opportunities Music programme.
- A contribution towards extra-curricular activities, class trips and visits which provide and extend learning into the community.
- A contribution towards individual music tuition fees, when a place is available.
- Cookery and healthy living experiences.
- Access to and involvement with a nurture group.
- Targeted support for reading, writing and maths through enhanced classroom provision, intervention groups and 1:1 tuition.

The Pupil Premium will contribute towards the costs of training; the employment of the Learning Mentor, librarian and other adults, as well as learning opportunities provided directly for the children.

Reporting:

It is the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body. These will include:

- Reporting on the progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (TBC) and will appear on our school website.

The following pages area the Pupil Premium Statements of Expenditure as well as review of the impact the Pupil Premium has had at OPJS

PUPIL PREMIUM STATEMENT AND REVIEW OF EXPENDITURE 2012-2013

Total: 33,892 (Allocation: £33,642+Service Children £250.00 +Devon CC £623.00 Ring-fenced)

Item / Project	Cost	Objectives & Intended Impact	Impact															
Extend the collection of children's literature; enhance the reading environment in the school; increase the ICT provision to support information literacy plus reading for pleasure	Appointment of a Librarian and targeted books; IT equipment and resources for the Library. Cost: £13,260.00	Provide an inspiring and nurturing environment in which the children have ready access to an ever expanding range of learning experiences	The % of children reading regularly has increased across the school. A culture of visiting the school library, borrowing books and joining book clubs has been established.															
Wider Opportunities for Music; Y6 residential; Cooking and Healthy Eating; Goblin Kit Car; Pupil Parliament; Art and other school and out of school clubs	Appointment of TA to support Cooking and Healthy Eating; Residential subsidies; club subscriptions and music tuition. Cost: £3758.00	Increase enrichment and extension opportunities to enhance the learning process	Clubs continue to be popular and ever expanding to respond to pupils interests resulting in a higher % take up.															
Pupil Premium Learning Mentor To include 1:1 support; meeting parents; support agency links; staff CPD and PP professional link	Appointment of teacher as learning Mentor Cost: £3473.00	Overcome barriers to learning. Hard to reach parents targeted. Lead staff CPD to enhance provision in the classroom and PP 'Learning to Learn' mentoring programme.	Learning journals and mentoring system established. PP progress data tracked to inform 1:1tuition and barriers to learning.															
1:1 tuition to support reading and writing through reading and comprehension	Appointment of teacher 2 days a week Cost: £5400.00	Identify barriers to learning and increase standards in reading and writing through guided comprehension work	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">1:1 APS progress 12/13</th> </tr> <tr> <th style="text-align: center;">PP</th> <th style="text-align: center;">R</th> <th style="text-align: center;">W</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Y4</td> <td style="text-align: center;">4.4</td> <td style="text-align: center;">3.1</td> </tr> <tr> <td style="text-align: center;">Y5</td> <td style="text-align: center;">4.8</td> <td style="text-align: center;">3.7</td> </tr> <tr> <td style="text-align: center;">Y6</td> <td style="text-align: center;">3.7</td> <td style="text-align: center;">4.3</td> </tr> </tbody> </table>	1:1 APS progress 12/13			PP	R	W	Y4	4.4	3.1	Y5	4.8	3.7	Y6	3.7	4.3
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Improvement of ICT provision	Purchase of ipads; kindles; and other technologies with supporting training Cost £5,825.37	Increase the opportunities for children to access and regularly use ICT software and hardware to focus on basic skills	Provided equality of opportunity and access to technology in support of literacy and maths skills															
CPD focused on outstanding learning and the use of assessment for learning	AfL training 12/13 at Saltford Teaching School. Cost: £675.00	Improve the quality of teaching through the quality of input; quality of AfL and quality of activity to meet the needs of individual children	Monitoring of T&L has shown an increased use and range of AfL strategies resulting in improved quality of the activity and level of challenge.															
Behaviour and Family Support	Nurture Training; Brighter Futures Consultancy; Family SEAL. Cost: £1,500.00	Improve pupil engagement through behavioural support and nurture groups. Family SEAL to engage parents	Reduction of behaviour incidents resulting in a greater engagement in learning and attitude to school.															
Total Expenditure:		£33,891.37 (Underspend of 63p)																

PUPIL PREMIUM STATEMENT AND REVIEW OF EXPENDITURE 2013-2014

Total: £53,100 (Allocation: £52,200+Service Children £900.00)

Item / Project	Cost	Objectives and Intended Impact	Impact									
Extend the collection of children's literature; Enhance the reading environment in the school; Increase the ICT provision to support information literacy plus reading for pleasure	Appointment of a Librarian and targeted books; IT equipment and resources for the Library Cost: £12,948.00	Provide an inspiring and nurturing environment in which the children have ready access to an ever expanding range of learning experiences. Extend their reading to cover a range of genres. Increase borrowing and literacy information skills.	53% of PP children have increased their borrowing compared with the previous year (38%). Individual children have been targeted by the librarian and class teacher. Their interest in books has increased. The library culture continues to grow. Some members of the Learning to Lead library team are PP children and have been trained in librarian skills.									
Enrichment and Extension Opportunities to enhance the Learning Process e.g. Wider Opportunities for Music; Y6 residential; Cooking and Healthy Eating; Art and other school and out of school clubs	Appointment of TA to support Cooking and Healthy Eating; Residential subsidies; club subscriptions and music tuition Cost: £5,653.00	Increase Enrichment and Extension Opportunities to enhance the Learning Process. Include families in healthy eating and cooking opportunities.	29 families have taken part in the three Family Cooking sessions 96% of children attended at least one club during the academic year. Some PP children received funding, in full or in part, to enable them to attend clubs with fees. 100% of PP families were offered a subsidy for the Year 6 residential trip. This enabled the children to gain experiences they might not otherwise have enjoyed. All children in Year 5 have learnt to play and perform a musical instrument.									
Pupil Premium Learning Mentor To include 1:1 support; meeting parents; support agency links; staff CPD and PP professional link	Appointment of teacher as learning mentor Cost: £5,065.00	Barriers to learning identified. Hard to reach parents targeted. Staff CPD and PP updates to enhance provision in the classroom	The mentoring system is established and has proved popular with children and parents. A solution focused approach to uncovering barriers to learning has been established with class teachers.									
1:1 tuition to support reading and writing through reading and comprehension	Appointment of teacher 2 days a week Cost: £14,456.00	Identify barriers to learning and Increase standards in reading and writing through guided comprehension work	51% of PP children have received 1:1 tuition. 1:1 APS progress 13/14 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>PP</td><td>R</td><td>W</td></tr> <tr><td>Y5</td><td>4.2</td><td>3.4</td></tr> <tr><td>Y6</td><td>3.8</td><td>4.2</td></tr> </table>	PP	R	W	Y5	4.2	3.4	Y6	3.8	4.2
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Smaller classes in Years 5 and 6 to support and extend mathematics	Appointment of maths specialist teacher 2.5 hours x 5 days Cost: £14,145.00	More advantageous pupil to teacher ratio to increase the impact of quality first teaching	Maths Progress 13/14 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>PP</td><td>Maths</td></tr> <tr><td>Y5</td><td>3.1</td></tr> <tr><td>Y6</td><td>3.1</td></tr> </table>	PP	Maths	Y5	3.1	Y6	3.1			
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CPD for teaching and teaching support staff on quality teaching for all children with a focus on differentiation; PP Conference; IT to support learning training	Termly Staff meeting session with Educational Consultant; National PP Conference and targeted IT training Cost: £2552.00	Improve the quality of teaching through the quality of input; quality of AFL and quality of activity to meet the needs of individual children	Teaching staff informed of effective strategies for targeted questioning, differentiation and high quality learning activities.									
Total Expenditure:		£54,819.00 (Overspend of £1719)										

PUPIL PREMIUM STATEMENT AND REVIEW OF EXPENDITURE 2014-2015

Total: £70,900 (Allocation: £70,000+Service Children £900.00)

Item / Project	Cost	Objectives & Intended Impact	Impact
<p>Augment the collection of children's literature, to enable children to read widely, often and for pleasure.</p> <p>Enhance the reading environment in the school.</p> <p>Increase the ICT provision to support information literacy.</p>	<p>Continue to employ a Librarian.</p> <p>Purchase targeted books – graphic novels, subscriptions, books specific to the new curriculum especially geography.</p> <p>Extend the IT provision.</p> <p>Cost: £ 12,946.00</p>	<p>Provide a stimulating environment in which children can access a wide range of high quality reading experiences.</p> <p>Enable children to use a wide range of IT equipment competently and efficiently.</p> <p>Further extend the range of genres read by children. Establish a computer club for PP children.</p>	<p>66% of PP children in Years 4, 5 and 6 have increased their borrowing, compared with previous years (53% in 2013-14 and 38% in 2012-13).</p> <p>The librarian monitors the borrowing figures termly and acts immediately to target specific children. Individual children have been targeted by both the librarian and class teachers. The borrowing of every child in these targeted groups has increased. 72% of these children have either significantly or dramatically increased their borrowing. Once good habits are established, and children are meeting ARE, they are no longer targeted.</p> <p>New hardware, for example Learning Pads, has attracted a different group of library users, especially boys and the harder to reach children. These children have all accessed The Reading Cloud.</p> <p>Library competitions and a different spread of lunchtime clubs have both attracted more PP children, who previously haven't taken part.</p> <p>New members of the Learning to Lead library team have been trained in librarian skills, some of them PP.</p>
<p>Enrichment and Extension Opportunities to enhance the learning process e.g. Wider Opportunities for Music; Y6 residential; Cooking and Healthy Eating; Art and other school and out of school clubs</p>	<p>TA to support Cooking and Healthy Eating</p> <p>Residential subsidies</p> <p>Club subscription</p> <p>Wider opportunities for music</p> <p>Cost: £2,600.00</p>	<p>Increase Enrichment and Extension Opportunities to enhance the learning process. Include more families in healthy eating and cooking opportunities.</p> <p>Enable all children to participate in a club.</p> <p>Enable all children to attend the Year 6 residential trip.</p>	<p>More families have taken part in the Family Cooking Project. PP families are targeted, and space is made for accommodating siblings.</p> <p>97% of children attended at least one club during the academic year. 94% of PP children have attended a club.</p> <p>Some PP children receive funding, in full or in part, to enable them to attend clubs with fees.</p> <p>All children in Year 5 have learnt to play and perform a musical instrument.</p>
<p>Pupil Premium Learning Mentor</p> <p>To include 1:1 support; meeting parents; staff CPD and PP professional link</p>	<p>Teacher as learning mentor</p> <p>Cost: £3,230.00</p>	<p>Uncover and address barriers to learning.</p> <p>Encourage hard to reach families to attend school events. Optimise learning opportunities for the children.</p>	<p>The mentoring system is established and provides an additional named adult for the child to talk to, should the need arise.</p> <p>Teachers have been in receipt of advice and guidelines to address low level disruption in class.</p> <p>A range of school events continue to bring families into the school (Food Festival).</p>

Item / Project	Cost	Objectives & Intended Impact	Impact																																										
1:1 tuition to support maths, reading and writing.	Teacher x 3 days a week £22,960.00	Identify barriers to learning and increase standards in reading and writing e.g. through guided comprehension work. Link with class teaching and other areas of learning. Preparation for the wider world.	<table border="1"> <thead> <tr> <th colspan="7">Key Stage Two – 2015</th> </tr> <tr> <th></th> <th>PP (14 pupils)</th> <th>Non PP (49 pupils)</th> <th>In School Gap PP v Non PP</th> <th>PP APS</th> <th>Non PP APS</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>79%</td> <td>86%</td> <td>-7%</td> <td>28.3</td> <td>29</td> <td>-0.7</td> </tr> <tr> <td>Reading</td> <td>86%</td> <td>90%</td> <td>-4%</td> <td>28.5</td> <td>29.8</td> <td>-1.3</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>92%</td> <td>-6%</td> <td>27.5</td> <td>28</td> <td>-0.5</td> </tr> <tr> <td>SPAG</td> <td>71%</td> <td>80%</td> <td>-9%</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	Key Stage Two – 2015								PP (14 pupils)	Non PP (49 pupils)	In School Gap PP v Non PP	PP APS	Non PP APS	Gap	Maths	79%	86%	-7%	28.3	29	-0.7	Reading	86%	90%	-4%	28.5	29.8	-1.3	Writing	86%	92%	-6%	27.5	28	-0.5	SPAG	71%	80%	-9%	N/A	N/A	N/A
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Smaller classes in Years 5 and 6 to support and extend mathematics.	Appointment of maths specialist teacher 2.5 hours x 5 days £15,725.00	More advantageous pupil to teacher ratio to strengthen the impact of quality first teaching. Members of the teaching staff to be able to access Maths CPD through the specialist.	<table border="1"> <thead> <tr> <th colspan="7">Year 6 L4 Maths</th> </tr> <tr> <th></th> <th>PP (14 pupils)</th> <th>Non PP (49 pupils)</th> <th>In School Gap PP v Non PP</th> <th>PP APS</th> <th>Non PP APS</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>L4 Year 6</td> <td>79%</td> <td>86%</td> <td>-7%</td> <td>28.3</td> <td>29</td> <td>-0.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Year 5 ARE Maths</th> </tr> <tr> <th></th> <th>PP (11 pupils)</th> <th>Non PP (52 pupils)</th> <th>In School Gap PP v Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 5 at ARE</td> <td>33%</td> <td>71%</td> <td>-35%</td> </tr> </tbody> </table> <p>Planning has been enhanced through professional conversations, enabling better understanding of the learning journey for the children in Maths. There are significantly more opportunities for teacher intervention and guidance for the children.</p>	Year 6 L4 Maths								PP (14 pupils)	Non PP (49 pupils)	In School Gap PP v Non PP	PP APS	Non PP APS	Gap	L4 Year 6	79%	86%	-7%	28.3	29	-0.7	Year 5 ARE Maths					PP (11 pupils)	Non PP (52 pupils)	In School Gap PP v Non PP	Year 5 at ARE	33%	71%	-35%									
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CPD for teaching and teaching support staff on quality teaching for all children with a focus on targeting specific groups of children.	Inset provision at PDMs and on inset Days focusing on AfL and Quality of Teaching £ 2,500.00	Improve the quality of teaching through the quality of input; quality of AfL and quality of activity to meet the needs of individual children	Systematic monitoring of teaching and learning during Term 3 by the Learning Mentor and Deputy Head, with an emphasis on the learning experiences of PP children, has resulted in the sharing of best practice and a focus on specific areas for development. Each PP child was observed, and teachers provided with feedback regarding how to improve the learning experience and address specific needs within the class.																																										
TA Support for Learning	6 days TA support £ 10,606.00	Targeted support for PP children in the classroom	A specialist TA has worked with a targeted group of PP children, providing pastoral support in addition to academic guidance. The focus has been on behaviour for learning – dealing with social and emotional issues affecting their ability to learn. The children have been better ready to learn within the classroom.																																										
Total Expenditure:			£ 70,567.00 (Underspend of £333)																																										

PUPIL PREMIUM STATEMENT OF EXPENDITURE 2015-2016

Total: £67,020 (Allocation: £60,720+Looked After Children £5,700+Service Children £600.00)

Item / Project	Cost	Objectives & Intended Impact	Actual Impact																												
<p>Smaller classes in Years 5 and 6 to support and extend mathematics.</p>	<p style="text-align: center;">Appointment of maths specialist teacher 2.5 hours x 5 days Cost: £16,431.00</p>	<p style="text-align: center;">More advantageous pupil to teacher ratio to strengthen the impact of quality first teaching. Members of the teaching staff to be able to access Maths CPD through the specialist.</p>	<p>Year 6 ARE Maths</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #003366; color: white;"> <th></th> <th>PP (11 pupils)</th> <th>Non PP (53 pupils)</th> <th>In School Gap PP v Non PP</th> <th>PP Progress</th> <th>Non PP Progress</th> <th>Gap</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>Y6</td> <td>36%</td> <td>79%</td> <td>-43%</td> <td>+3.6</td> <td>2.9</td> <td>+0.7</td> </tr> </tbody> </table> <p>Analysis: Attainment gap increased slightly upon previous year BUT considerable number of SEN children as part of PP cohort and challenges of new curriculum. Notably, PP children exhibited GREATER progress than non PP based upon starting points – primarily down to smaller class sizes, quality first teaching and effective feedback.</p> <p>Year 5 ARE Maths (as at July 2016):</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #003366; color: white;"> <th></th> <th>PP (10 pupils)</th> <th>Non PP (52 pupils)</th> <th>In School Gap PP v Non PP</th> <th>PP Progress</th> <th>Non PP Progress</th> <th>Gap</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>Y5</td> <td>60%</td> <td>62%</td> <td>-2%</td> <td>+3.2</td> <td>+2.9</td> <td>+0.3</td> </tr> </tbody> </table> <p>Analysis: Attainment gap decreased upon previous year and equitable between groups. Once again PP children exhibited GREATER progress than non PP based upon starting points for the year – primarily down to smaller class sizes, quality first teaching and effective feedback.</p>		PP (11 pupils)	Non PP (53 pupils)	In School Gap PP v Non PP	PP Progress	Non PP Progress	Gap	Y6	36%	79%	-43%	+3.6	2.9	+0.7		PP (10 pupils)	Non PP (52 pupils)	In School Gap PP v Non PP	PP Progress	Non PP Progress	Gap	Y5	60%	62%	-2%	+3.2	+2.9	+0.3
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Item / Project	Cost	Objectives & Intended Impact	Actual Impact						
Targeted TA Support for Learning across year groups	TA support for Y3 and Y6 covering core subjects Cost: £19,327	Targeted support for PP children in the classroom resulting in above ARE, above progress and gap narrowed between PP and non-PP children	As at July 2016:						
			Y6	PP (11 pupils)	Non PP (54 pupils)	In School Gap PP v Non PP	In year PP Progress	In year Non PP Progress	Gap
			Maths	36%	79%	-43%	+3.6	+2.9	+0.7
			Reading	55%	83%	-28%	+4.2	+3.3	+0.9
			Writing	27%	79%	-52%	+2.4	+4	-1.6
			SPAG	45%	84%	-39%	-	-	-
			Analysis: Attainment gap increased slightly upon previous year BUT considerable number of SEN children as part of PP cohort and challenges of new curriculum. Notably, PP children exhibited GREATER progress in READING and MATHS than non PP based upon starting points.						
			Y3	PP (9 pupils)	Non PP (62 pupils)	In School Gap PP v Non PP	PP Progress	Non PP Progress	Gap
			Maths	33%	73%	-40%	+3.5	+1.5	+2
			Reading	33%	80%	-47%	+2.4	+2.6	+0.2
Writing	0%	60%	-60%	+3.4	+4.3	-0.9			
Analysis: Attainment gap high, notably in Writing due to change in expectations and curriculum, BUT PP progress is above expected and PP outperformed non PP in MATHS and READING.									

Item / Project	Cost	Objectives & Intended Impact	Actual Impact														
<p>Augment the collection of children's literature, to enable children to read widely, often and for pleasure.</p>	<p>Continue to employ a Librarian. Purchase targeted books – graphic novels, subscriptions, books specific to the new curriculum. Cost: £ 9,300</p>	<p>Provide a stimulating environment in which children can access a wide range of high quality reading experiences.</p> <p>Continued high profile of Reading throughout the school across all year groups with continued improvement of % at or above ARE</p>	<p>Whole School Reading Data</p> <table border="1" data-bbox="1070 336 2101 488"> <thead> <tr> <th data-bbox="1070 336 1227 448">Whole School</th> <th data-bbox="1227 336 1368 448">PP</th> <th data-bbox="1368 336 1509 448">Non PP</th> <th data-bbox="1509 336 1659 448">In School Gap PP v Non PP</th> <th data-bbox="1659 336 1823 448">PP Progress</th> <th data-bbox="1823 336 1989 448">Non PP Progress</th> <th data-bbox="1989 336 2101 448">Gap</th> </tr> </thead> <tbody> <tr> <td data-bbox="1070 448 1227 488">Reading</td> <td data-bbox="1227 448 1368 488">46%</td> <td data-bbox="1368 448 1509 488">74%</td> <td data-bbox="1509 448 1659 488">-28%</td> <td data-bbox="1659 448 1823 488">+2.9</td> <td data-bbox="1823 448 1989 488">+3</td> <td data-bbox="1989 448 2101 488">-0.1</td> </tr> </tbody> </table> <p>2016 KS2 data indicates that ARE Reading is 12% above National Average and 7% above BaNES and KS2 Progress Measure is 0.3 above expected.</p> <p>75% of PP children in Years 4, 5 and 6 have increased their borrowing, compared with previous years (66% in 2014-2015, 53% in 2013-14 and 38% in 2012-13).</p> <p>The librarian monitors the borrowing figures termly and acts immediately to target specific children. Individual children have been targeted by both the librarian and class teachers. The borrowing of every child in these targeted groups has increased. 72% of these children have either significantly or dramatically increased their borrowing. Once good habits are established, and children are meeting ARE, they are no longer targeted.</p> <p>Building on new hardware purchased previously, for example Learning Pads, has attracted a different group of library users, especially boys and the harder to reach children. These children have all accessed The Reading Cloud.</p> <p>Library competitions and a different spread of lunchtime clubs have both attracted more PP children, who previously haven't taken part.</p> <p>New members of the Learning to Lead library team have been trained in librarian skills, some of them PP.</p>	Whole School	PP	Non PP	In School Gap PP v Non PP	PP Progress	Non PP Progress	Gap	Reading	46%	74%	-28%	+2.9	+3	-0.1
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<p>Pupil Premium Learning Mentor To include 1:1 support; meeting parents; staff CPD and PP professional link</p>	<p>Teacher as learning mentor Cost: £3,230.00</p>	<p>Uncover and address barriers to learning. Encourage hard to reach families to attend school events. Optimise learning opportunities for the children.</p>	<p>The mentoring system is established and provides an additional named adult for the child to talk to, should the need arise. Teachers have been in receipt of advice and guidelines to address low level disruption in class. A range of school events continue to bring families into the school (Food Festival).</p>
<p>Support for 'Sporting Family Change' intervention for PP families</p>	<p>Donation of £2,000 to supplement Medlock charitable donation of £10,000</p>	<p>Support for vulnerable and hard to reach families with subsequent positive impact upon attitude towards learning contributing to improved % of PP children at ARE and gap narrowed.</p>	<p>5 children targeted for intervention with number of incidents decreased. Behaviour improved of targeted children. Above expected progress exhibited in 60% of children in reading, writing and maths. Other children made slightly below expected progress in combine subjects.</p>

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<p>Enrichment and Extension Opportunities to enhance the learning process e.g. Wider Opportunities for Music, Y4 and Y6 residential, Chess, Cooking and Healthy Eating; Art and other school and out of school clubs</p>	<p>Cost: £1760 – TA to support Cooking and Healthy Eating £1500 – Chess provision for Y3 £1128 – Wider opportunities £1000 – Residential and Clubs provision</p>	<p>Increase Enrichment and Extension Opportunities to enhance the learning process. Include more families in healthy eating and cooking opportunities. Enable all children to participate in a club. Enable all children to attend the Year 4 and 6 residential trips.</p>	<p>More families have taken part in the Family Cooking Project. PP families are targeted, and space is made for accommodating siblings.</p> <p>98% of children attended at least one club during the academic year. 94% of PP children have attended a club.</p> <p>Some PP children receive funding, in full or in part, to enable them to attend clubs with fees.</p> <p>All children in Year 4 have learnt to play and perform a musical instrument.</p> <p>All Y4 and Y6 PPG children were offered the opportunity of financial support for residential trips. Vast majority (95%) did so.</p>
<p>Targeted 1:1 and group support for Y6 children provided by MPR teacher</p>	<p>2 days from January 2016 to May 2016 Cost: £14754</p>	<p>Targeted support for PP children in the classroom resulting in above ARE, above progress and gap narrowed between PP and non-PP children.</p>	<p>Although 2 from the cohort achieved combined ARE, a significant number did not. However, PP cohort achieved above expected progress in Maths and Reading as well as above Non PP.</p> <p>Writing exhibited below expected progress due to a number of factors (curriculum, expectations etc.) Area to focus upon in 16/17.</p>
<p>Total Expenditure:</p>		<p>£70,430 (Overspend of £3,410)</p>	