

REVIEWED Pupil Premium Strategy Statement 2016/17

1. Summary Information					
School	Beaufort Primary School				
Academic Year	2016/17	Total PP Budget	£204,750	Date of most recent PP Review	
Total number of pupils September 2016	315	Percentage of Pupils eligible for PP	62%	Date for next internal review of this strategy	

2. Current attainment at the end of KS2 2016		
	Pupils eligible for PP 75%	Pupils not eligible for PP (National average)
% achieving the expected standard in reading, writing and maths	52%	60%
% achieving the national standard in reading	52%	72%
% achieving the national standard in writing	91%	79%
% achieving the national standard in maths	91%	75%
% achieving the national standard in GPS	91%	78%
The attainment at the end of KS2 of PP pupils is a higher than non PP nationally in all subject areas with the exception of reading where our PP pupils achieve the same as PP nationally		
Current attainment at KS1 2016		
	Pupils eligible for PP 62%	Pupils not eligible for PP (National average)
% achieving the expected standard in reading, writing and maths	59%	64%
% achieving the national standard in reading	66%	77%
% achieving the national standard in writing	62%	70%
% achieving the national standard in maths	72%	76%
% achieving required standard in National phonics Tests (Y1) (52% PP)	82%	81%

3. Barriers to future attainment

The school is of above average size and the number on roll does not fluctuate greatly. It serves an extremely disadvantaged community where almost 80% of pupils are identified as living in the 20% most deprived areas nationally.

Attendance presents a challenge but is improving due to secure structures implemented by the school.

The social and economic circumstances of pupils are well below average overall. The number of pupils eligible for Pupil Premium funding is 62%.The children come from a variety of social backgrounds but the vast majority of children have parents who are unemployed or are low-income earners.

The school offer 2 year old provision on site managed by the local nursery provider. This provides additional support for disadvantaged pupils prior to entering school nursery provision.

In-school barriers

Attendance of Pupil Premium Pupils is improving due to secure systems in school however this remains a priority.

Majority of children entering Nursery below age related expectations and some have significant Communication and Language difficulties.
The proportion of the pupils with special educational needs is 7% above the national average and usually accounts for a fifth of the pupil population.
The vast majority of pupils with special educational needs have moderate learning difficulties or have emotional and behavioural difficulties.

External barriers

Incidents of crime, domestic violence, drugs and alcohol related issues are high. At present approximately 20% are monitored by Social Services and currently 21 pupils are on Child Protection Plans all of which are Pupil Premium Pupils. This is particularly high and illustrates the high social need of many of our pupils.

Desired outcomes and how they will be measured

Ensure that the attendance of Pupil Premium pupils is consistently in line with national averages and where there are concerns these are promptly addressed in line with school procedures

Improve outcomes for Pupil Premium pupils in the Foundation Stage so that the gap between those achieving a good level of development and national is narrowed

Raise attainment of Pupil Premium boys in reading and writing by the end of FS2 ensuring that the gap against national is narrowed

Further improve attainment of Pupil Premium pupils in reading and writing by the end of KS1 in line with national standards

Raise attainment of Pupil Premium pupils in reading at the end of KS2 so they attain at least at national standards

Ensure that pastoral support is targeted effectively to allow Pupil Premium pupils to overcome any significant barriers to their learning and are able to make at least good progress against their personal targets

PUPIL PREMIUM ACTION PLAN 2016-2017

YEAR GROUP	FOCUS AREA	COST	OBJECTIVE (including strategies)	OUTCOME / SUCCESS CRITERIA	EVALUATION OF IMPACT
EYFS & KS1	Communication and Language (CL)	£4,190	<p>Further develop the quality of communication and language (CL). Strategies to be implemented include:</p> <ul style="list-style-type: none"> • Employ an experienced language practitioner to assess and work with identified children on language programmes and liaise with S&L (funded 1 day per week) working with parents/carers to raise aspirations and develop their skills to support pupils at home • use language focused assessments to support planning • developing quality language through enriching the environment • professional development to enhance staff skills 	<p>Improved expressive language and communication during activities – evident through profiles and assessment data.</p> <p>S&L services effectively support identified pupils and language skills improve</p> <p>End of year data shows improved GLD and improved CLL end of year outcomes.</p>	<p>FS2 By the end of the academic year 2017, Pupil Premium pupils performed better than Non-Pupil Premium pupils in terms of the percentage achieving a Good Level of Development (GLD) - 71% compared to 64%.</p> <p>The percentage of PP boys achieving a GLD was 50% - a significant rise from 2016 where only 12.5% achieved a GLD. In terms of Communication and Language, Pupil Premium pupils performed similarly to Non-Pupil Premium pupils and made significant gains on 2016 results. Listening and attention was the only area where Pupil Premium pupils fared worse against Non-Pupil Premium. Throughout the year, the school employed an English Consultant (with extensive EY knowledge and experience) to support and develop EY & KS1 staff – targeted interventions were successful in narrowing the gap.</p>
EYFS	Attainment of PP boys in reading and writing	£12,000	Develop further the attainment of PP boys in reading and writing in order to increase the percentage of boys achieving a GLD through intervention groups led by experienced Teaching Assistant	At least 85% of PP boys make at least good or accelerated progress against their personal targets	<p>Pupils made accelerated progress (approximately 6 steps) in reading and writing. Overall GLD increased by 14% from 53% (2016) to 67% (2017). Pupil Premium pupil GLD = 71%. 50% of Pupil Premium boys achieved a Good Level of Development.</p>
EYFS	Family Fridays (Friday am)	£450	Parents/carers gain the knowledge to support pupils at home with a focus on English and maths skills. To model how phonics and maths activities are taught and offer resources including online to support at home	<p>At least 85% of PP boys make at least good or accelerated progress against their personal targets by end of Summer term 2017.</p> <p>Increase in the numbers of parents/carers listening to pupils read at home and confidence to support children with phonics evident in parent/carer survey</p>	<p>Pupils made accelerated progress (approximately 6 steps) in reading and writing. Overall GLD increased by 14% from 53% (2016) to 67% (2017). Pupil Premium pupil GLD = 71% a rise of 38% from 2016. 50% of Pupil Premium boys achieved the expected standard in Reading and Writing. 56% of Pupil Premium boys achieved the expected standard in mathematics. Overall, 50% of Pupil Premium boys achieved a Good Level of Development. Family Fridays have been promoted and the attendance varied; therefore, specific parents were targeted to work with their children and this proved more successful.</p>

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EYFS & KS1	Phonics and writing	£8,716	Maintain / improve standards in phonics and writing for PP pupils in EYFS and KS1 – achieved through: <ul style="list-style-type: none"> Targeted teaching and support led by teachers and trained TAs Hub training – support networking, moderation, sharing good practice, enhancing/developing practice, half-termly progress reviews 	Maintain KS1 levels of attainment at above national average for PP pupils. Ensure PP pupils continue to achieve above national averages	A specialist consultant has worked alongside staff in raising the attainment in reading and writing with a focus on Pupil Premium boys within EYFS & KS1. FS2 Pupil Premium pupils in reading = 67% Pupil Premium pupils in writing = 67% Y1 Overall Y1 phonics = 81% Pupil Premium Y1 phonics = 78% Boys Y1 phonics = 67% End of KS1 Pupil Premium pupils in reading = 80% - this was 2% more than our overall reading. Pupil Premium pupils in writing = 80% - this was 8% greater than our overall writing. SUMMARY AT END OF KS1 End of KS1 assessment data demonstrates that Pupil Premium pupils perform significantly better than similar pupils nationally and better than non- pupil Premium School PP reading= 83% PP national =63% all others = 79% School PP writing= 83% PP national =54% all others = 72% School PP maths= 83% PP national =62% all others = 78%
KS1	Intervention small group support for reading led by outstanding teacher	£4,255	Improve standards in reading at KS1 through targeted intervention including: <ul style="list-style-type: none"> weekly intervention by outstanding teacher TA supporting targeted groups Additional opportunities for reading activities 	Gap is narrowed between PP pupils and non PP pupils, when compared to national average, both in terms of progress and attainment % of PP pupils achieving National Standard in reading at the end of July 2017 increased to 70%	KS1 overall attainment improved from 2016 (70%) to 2017 (78%). The gap between end of KS1 attainment in reading for Pupil Premium pupils compared to Non-Pupil Premium pupils has not only narrowed but Pupil Premium pupils have achieved slightly better than Non-Pupil Premium pupils when compared to National and within school data: Pupil Premium pupils = 80% (increase from 66%) Non-Pupil Premium = 77%. A significant impact in terms of progress at KS1 from EYFS score has been seen: 100% of Pupil Premium pupils and 100% of Non-Pupil Premium pupils made progress – with 30% of Pupil Premium pupils exceeding progress compared to 12% of Non-Pupil Premium pupils exceeding progress.
KS2	Reading intervention	£5,670	Target pupils identified as just below ARE in reading Y3 – EH Thursday weekly Focussed reading activities for Y3 (5/7 PP children) Y4 – GS & KS Focussed reading activities for Y4 (11/13 PP children) Y5/6 – HH/RS/KH Tuesday weekly	Improved confidence in reading for PP targeted pupils which is evident from reading assessments and AWL files PP pupils make at least good progress against their personal targets	Y6 Improved confidence in reading has been evident from discussions with pupils and this has been confirmed by the Reading SATs results: 89% of Pupil Premium pupils achieved ARE (National = 71%). Y5 76% of Pupil Premium pupils are at or above ARE. Y4 73% of Pupil Premium pupils are at or above ARE.

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			Focussed reading activities for Y5/Y6 and LA Y5 pupils not accessing other intervention groups (to extend to all KS2 after Oct 2016 half term) Y6 – RS x6 girls Tuesday weekly after school (all PP) Y5 – KH x5 boys Wednesday weekly (PP)		Y3 72% of Pupil Premium pupils are at or above ARE. Reading remains a focus area for development (17/18 plan). A review of books and assessments will be undertaken, areas of weakness identified and target pupils supported. Pupil Premium pupils will be targeted for specific intervention groups during designated intervention times on a weekly basis.
Y5	Intervention groups for PP pupils in mathematics	£5,220	Y5 intervention through quality teaching provision for PP pupils to achieve National Standard in mathematics	85% of PP pupils make at least good progress against their personal targets	Pupil Premium pupils making good progress against personal targets = 76%. This will therefore be an area for development next year – areas of weakness will be identified via analysis of assessment papers, book scrutinies and AWL files and addressed within planning and targeted intervention groups.
Y6	Higher achieving intervention groups in reading and mathematics	£5,220	Y6 intervention through quality teaching provision for higher achieving pupils in reading and mathematics led by outstanding teacher	Increase of 10% in PP pupils achieving a Greater Depth Standard in reading and mathematics	<u>% at GDS</u> School PP reading= 26% PP national =14% all others = 29% School PP writing= 16% PP national = 8% all others = 21% School PP maths= 11% PP national = 13% all others = 27% School PP GPS= 53% PP national = 21% all others = 35% GDS will continue to be a focus area for whole school development in 2017/18 to ensure the gap between PP school and national other is narrowed with a focus on maths.
Y6	Intervention groups for PP pupils in reading	£4,510	Y6 intervention through quality teaching provision for PP pupils to achieve National Standard in reading	Increase of at least 15% in PP pupils achieving National Standard in reading	Significant impact as Pupil Premium pupils achieving National Standard in Reading = 89% compared to the National 71% (+18%).
Y6	Intervention groups for PP pupils in mathematics	£5,220	Y6 intervention through quality teaching provision for PP pupils to achieve National Standard in mathematics	Maintain end of KS2 PP attainment at above National Standard	Significant impact and attainment maintained as Pupil Premium pupils achieving National Standard in Mathematics = 89% compared to the National 75% (+14%).
Whole school	Writing intervention	£4,510	Improve standards of writing for targeted PP pupils working below ARE in writing through writing conferences as agreed school policy	Maintain end of KS2 PP attainment at above National Standard	Significant impact and attainment maintained as Pupil Premium pupils achieving National Standard in Writing = 89% compared to the National 76% (+13%).
Whole School	EAL intervention for new pupils	£1,780	Support EAL PP pupils with intervention in basic language skills from an allocated worker (3x1hr per week) EAL lead to be supported in training and leadership time to develop this new role	EAL PP pupils are given intensive support which will allow them to acquire English language skills more rapidly. EAL lead to monitor the impact of intervention and progress of newly enrolled pupils	EAL pupils targeted for EAL intervention on a regular weekly basis (50% of group PP). Assessments from EAL entry assessments to end of year show good improvement for all pupils. EAL action plan in place. Processes for the induction of new pupils is now secure. EAL policy in place.

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Whole school	Employing Pastoral Support Worker	£28,306	<p>Provide effective pastoral support for pupils exhibiting behavioural, emotional or social difficulties through:</p> <p>Before school, break time and lunch time drop-in sessions.</p> <p>Direct work with individual pupils including LAC ,CP and CiN pupils</p> <ul style="list-style-type: none"> • Implementing structured intervention programmes to support targeted pupils, specifically focusing on conduct behaviour and emotional behaviour • Supporting parents/carers • Liaising with EWO, Social Services, School Health including mental health services for adults and children, Drugs Services, Housing and police • Supporting staff with vulnerable pupils • Working with HT/DSL to support children on Child protection plans, Children In need and LAC • Undertake EHA with families to support identified needs • Represent school at TAF meetings • Support newly admitted pupils and their families • To support Y6 transition to secondary schools • To ensure training is provided to support role, e.g.: working with hard to reach families, CSE, Prevent 	<p>Vulnerable PP pupils receive support and therefore are able to effectively focus on their learning (baseline assessed, progress monitored and progress assessed using newly introduced Emotional-Behavioural Scale documents)</p> <p>The school effectively supports the high number of pupils on:</p> <ul style="list-style-type: none"> • CP • CiN • TAF • And LAC <p>Social Care review meetings identify how interventions have effectively supported vulnerable pupils</p> <p>Safeguarding procedures are effective and staff CPD ensures secure understanding of policy and procedures</p> <p>PP pupils receiving SEMH intervention make good progress based on school baseline assessments</p>	<p>Group work targeting behaviour/ emotional support/ friendships groups. Methods of measuring impact have now been established. In the academic year 2016-2017 there were only 9 days of exclusions (reduced from 15/16).</p> <p>Pastoral Worker provides daily drop in sessions for parents who require advice or immediate support. This support can often involve signposting parents to local support groups/ training/job centre advice. Pastoral Worker completed 16 Early help assessments enabling parents to receive appropriate external support.</p> <p>Pastoral Worker prepares for and attends TAF meetings for vulnerable children. 27 pupils were subjected to CP plans and there were 7 Looked after Children.</p> <p>Pastoral Worker has carried out transition support for new parents in school along with supporting LAC with often daily support. Pastoral Worker liaises with carers/ foster carers and social care to ensure the welfare and progress of children is known by all agencies</p> <p>Pastoral Worker has accessed all appropriate training to ensure she has the required skills to engage and support hard to reach families along with supporting some of our most vulnerable pupils</p> <p>On a daily basis, Pastoral Worker will follow up late pupils and pupils not attending school. Pastoral Worker attends half termly meetings with EWO to explore patterns of attendance and future actions. Pastoral Worker has established reward systems to incentivise hard to reach families. As a result of her actions overall attendance from the academic year Sept 16 to July 17 was 96.34% with pupil Premium at 95.95%</p>
Whole school	Attendance – Pastoral Support Worker & SBM	£600	<p>Continue to improve whole school attendance, with a focus on reducing absences, persistent absences and lateness through:</p> <ul style="list-style-type: none"> • SBM weekly monitoring of whole school attendance and target pupils • Contacting parents/carers 	<p>Attendance continues to improve.</p> <p>Gap for PP pupils' attendance and persistent absence is narrowed against National average.</p>	<p>Attendance continues to improve.</p> <p>Y1-Y6 attendance (Autumn 2016 – Summer 2017)</p> <p>Pupil Premium pupils' = 95.95%</p> <p>Non-Pupil Premium pupils' = 96.09%</p> <p>The gap for Pupil Premium pupils' attendance and persistent absence has narrowed and is better than the National average (for 2015-2016) of 95.4%.</p>

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			<p>through meetings, phone calls and text messaging</p> <ul style="list-style-type: none"> • Coordinate parent/carer interviews with EWO and parenting contracts • Whole school attendance reward system 		<p>The attendance of Pupil Premium pupils in reception classes was below the National average (2015-2016). This remains a focus for 2017/18</p> <p>Attendance is monitored closely and professional involvement occurs as follows: <90% EWO =94% Pastoral Worker speaks to parents/carers <95% Pastoral Worker telephones The Pastoral Worker telephones all absent pupils' parents/carers daily; she continues to telephone on the first day of absence and maintains regular verbal and face-to-face contact with the parents/carers of persistent low attenders.</p>
Whole school	Supporting vulnerable pupils in the short term by providing full day care places	£750	School supporting vulnerable pupils by providing full day care places e.g. LAC,CP	<p>Improved attendance</p> <p>Improved academic attainment</p> <p>Improved stability for the pupils</p>	Attendance improved and accelerated progress was made.
Whole school	Class sizes and year group organisation in Y3 & Y4 TA intervention support	£48,683	<p>Maintain small class sizes and discrete year groups in Y3 & 4 and discrete English & Maths groups in Y5/6 to ensure teaching is well targeted at identified pupils. Assessment is accurate and data is used effectively to identify target groups.</p> <p>Targeted TA support in each class supporting identified interventions in reading, writing and maths.</p>	<p>Gap is narrower between PP pupils and non PP pupils compared to national average, both in terms of progress and attainment.</p> <p>85% of PP pupils make at least good progress against their personal targets</p>	<p>KS2 SATs</p> <p>Reading (achieving expected standard) Pupil Premium (School) = 89% Pupil Premium (National) = 59% Non-Pupil Premium (National) = 77%</p> <p>Writing (achieving expected standard) Pupil Premium (School) = 89% Pupil Premium (National) = 65% Non-Pupil Premium (National) = 81%</p> <p>GPS (achieving expected standard) Pupil Premium (School) = 79% Pupil Premium (National) = 66% Non-Pupil Premium (National) = 82%</p> <p>Maths (achieving expected standard) Pupil Premium (School) = 89% Pupil Premium (National) = 63% Non-Pupil Premium (National) = 80%</p> <p>SUMMARY OF KS2 The cohort had a significantly high percentage of Pupil Premium pupils (76%). The percentage of Pupil Premium pupils achieving the expected standard in combined Reading, Writing and Maths was 79% - higher than similar pupils, higher than the National overall figure and Non-Pupil Premium pupils.</p> <p>When compared to the National figures our Pupil Premium pupils exceed the National average in all areas: in reading (18%); writing (13%); GPS (2%) and maths (14%).</p>

YEAR GROUP	FOCUS AREA	COST	OBJECTIVE (including strategies)	OUTCOME / SUCCESS CRITERIA	EVALUATION OF IMPACT
Whole school	Teaching LA / AEN / SEND pupils in English and mathematics	£27,618	Small class teaching for lower achieving / AEN / SEND pupils in English and mathematics	85% of PP pupils make at least good progress against their personal targets	When compared to the National figures our Pupil Premium pupils exceed the National average in all areas: in reading (18%); writing (13%); GPS (2%) and maths (14%).
Whole school	Leadership / coordination of Pupil Premium HT/DHT/AHT	£2,255	<p>Provide management time for HT/DHT and AHT to coordinate and evaluate impact of interventions through:</p> <ul style="list-style-type: none"> • Ensuring intervention for PP pupils is targeted effectively throughout whole school • Ensuring current daily intervention for all PP and SEND pupils is effectively implemented • Ensuring consistent implementation of agreed policy • Monitoring group interventions through work sampling and observations • Supporting the effective use of data and gap analysis • Reporting to Governors on the progress of the action plan • Keeping up to date with current research and good practice reports 	<p>Pupil premium funding is used effectively to support pupils and gaps continue to narrow between school PP and national</p> <p>Increase in % of PP pupils working at or above National Standards/age related expectations</p> <p>The school provides effective school to school support through acting as a pupil premium champion school to undertake reviews of other LA schools</p> <p>PP pupils on the SEND register make at least good progress</p>	<p>External assessment data at the end of KS2 reflects that Pupil Premium pupils perform better in all subjects than all pupils nationally.</p> <p>KS2 Pupil Premium RWM combined = 79%</p> <p>KS2 Non-Pupil Premium RWM combined = 67%</p> <p>The gap has narrowed and Pupil Premium attainment was slightly higher than Non-Pupil Premium as end of KS1 assessment results demonstrate that PP perform slightly better than non-PP.</p> <p>KS1 Pupil Premium RWM combined = 70%</p> <p>KS1 All pupils RWM combined = 64%</p> <ul style="list-style-type: none"> • Regular monitoring meetings with PP governor – Governor reports received • Access to current research & practice <p>School continue act as PP Champion for LA undertaking external PP reviews of schools.</p>
Whole school	Subject leadership	£3,600	<p>Continue to raise quality of teaching and curriculum leadership, including cluster training and cluster moderation activities. Subject leaders observe teaching of their subjects:</p> <ul style="list-style-type: none"> • Ensuring quality delivery of subject • Sharing best practice • Monitoring provision for targeted pupils 	<p>Increase in the % of good/outstanding lessons observed evidenced through learning walks, book and planning scrutinies, talking to pupils.</p>	<p>Subject leader action plans in place. Monitoring secure. High levels of pupil engagement and secure staff subject knowledge observed during observations.</p> <p>Pupil reviews/feedback reflects positive views of topic work.</p>
Whole school	Pupil progress termly meetings	£1,200	Monitoring the progress of PP pupils through pupil progress meetings	Staff review the progress of PP pupils in their class/groups and identify areas for intervention and targeted work	<p>PPMs highly successful in identifying pupils for targeted intervention and reviewing their progress.</p> <p>Targets and AWL files fully established and updated regularly.</p> <p>Interventions reviewed to ensure PP pupils are challenged and appropriate provision is provided and modified as outcome of review meetings.</p>

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Whole school	Whole school tracking system	£900	O-Track system modified to ensure accurate tracking in place for National Standards Age Related Expectations and assessing without levels (AWL) used to track and compare PP pupils progress	Staff using O-Track effectively to produce detailed and accurate reports on PP pupils' progress – identifying key areas for development for the following term	Sept 2016 DHT ensured O-track modified to meet school's requirements. DHT can access reports on PP pupils & identify development areas. O-Track being used by staff to identify pupil progress.
KS1 & KS2	Golden Time for reading	£3,739	KS1 & KS2 reward system for motivating pupils to read and to provide additional staff to target PP pupils who do not regularly read at home. Motivate and engage reluctant readers in reading activities through a range of activities including newspapers, non-fiction texts, ICT resources and film/book clubs. Consistent whole school monitoring/recording system introduced from Sept 2016. Rewards introduced for pupils reading in excess of weekly school minimum. Additional support provided through homework club to engage children who do not regularly receive Golden Time.	Increase in the number of pupils reading at home – evident in reading records and the Golden time charts Attainment in reading across school shows improvement with an increase in the percentage achieving ARE and above. Pupils who find it difficult to read regularly at home attend Homework Club before school (offered 4 mornings each week – Monday to Thursday)	Positive impact evident in the number and percentage of pupils reading each week. Data as follows: The percentage of pupils reading at least 3 times per week: <ul style="list-style-type: none"> • End Autumn 1 = 87.9% for whole school – all but 2 classes exceeded the 80% target • End Autumn 2 = 91.8% • End Spring 1 = 91.3% • End Spring 2 = 90.9% • End Summer 1 = 91.2% • End Summer 2 = 90% End of Year Total = 90.7% Positive pupil comments obtained via pupil conferences and pupil questionnaires.
KS2	Enhancing musical opportunities	£4,044	Enhancing musical opportunities through: Y4 Brass instrument tuition Y6 Brass instrument tuition for those pupils wishing to take examinations (64% pp) Y5/6 Ukulele tuition Whole school music week (theme 'Musicals') to include: <ul style="list-style-type: none"> • Use of links with Derbyshire Hub for EYFS, KS1 & Y3/4 • Digital Music Technology sessions for Y5/6 	PP pupils have confidence to play an instrument and perform to an audience. Pupil feedback via surveys indicates positive views of engagement in music. Widen experience of pupils to music.	Positive impact as follows: <ul style="list-style-type: none"> • See pupils comments dated 23.11.16 as they demonstrate that musical opportunities within school are well received and liked by pupils • Whole school 'Musicals' theme March 2017 – see PPT on website • Y6 created own Leavers' song via Music Technology (March 2017) for inclusion in Leavers' assembly July 2017 • Y5/6 were able to create and mix their own music • Y4 & Y6 Brass tuition pupils attended theatre & played with Halle Orchestra • 7/12 Y6 pupils (58%) receiving Brass tuition are Pupil Premium pupils – they have completed exams in music (paid for via PP funding). In addition, the Music Partnership have allowed the 12 x Y6 pupils to keep the instruments they have used since Y4 in order that they may continue to play and progress further • Assembly showcased Brass & Ukulele tuition 3.7.17 – very well received by all attendees – see website

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Whole school	Enrichment activities to support social and emotional well-being at break-times and lunchtimes	PSW salary included above	Pastoral Worker to support pupils' social and emotional well-being through a range of groups at break-times and lunchtimes: <ul style="list-style-type: none"> • KS1 & KS2 pupils attend daily activities • Specific pupils are identified on a daily basis who would benefit from support 	Pupils are well supported and have strategies to deal with a range of friendship issues and cooperative play situations Pupil and parent/carer surveys identify positive views of school in terms of feeling safe and supported at school	All groups are well attended by pupils. Pupil conferences, pupil questionnaires and parent/carer questionnaires provide evidence of positive feedback. Monitored by Pupil Premium Governor attending and observing Pastoral Worker session.
Whole school	Enrichment activities	£21,996	Offer a range of enrichment activities through employing specialist staff and school staff for additional hours. Activities after school: <ul style="list-style-type: none"> • Y5/6 – Pop-corn club (after school) • Y5/6 – IT club (after school) • KS2 – Craft Clubs x2 weekly • KS1 – Reading club (KF & HD after school) • Whole school – Cookery club (before school) Activities at lunchtime: <ul style="list-style-type: none"> • KS2 (Y3/4 & Y5/6) – Range of sports activities • KS2 (Y3/4 & Y5/6) – Dance Club • KS2 – Fitness Club • KS2 – Reading Club • Y3/4 – Pop-corn club KC 12:30-1:00 • Y2 – reading activities 12:30-1:00 • Whole school – Cookery Club 12:30-1:00 	Positive uptake in number of pupils accessing activities. Improved confidence to participate in activities Skills improve and pupils enjoy participating in a range of activities	All enrichment activities are well attended and enjoyed by pupils. This is evident from the comments obtained during pupil conferences. Attendance registers reflect high numbers of pupils involved in activities. All PP pupils engaged in at least 1 activity and this is monitored by year group staff.
KS2	Breakfast/ homework club	£4,293	Improving attendance and punctuality of PP pupils Provide an opportunity for pupils to be given support with homework and reading. To allow pupils to work independently on homework tasks. Target specific children who would benefit from regular attendance to breakfast/homework club	Pupils have a positive start to the day and are provided with a healthy breakfast snack Improved punctuality/attendance Homework and reading is completed and improvement in the number of pupils returning homework	There are between 20-25 regular pupil attendees at breakfast/homework club. A positive impact has been seen in the number of pupils reading outside of school lessons and completing homework on a regular basis. This has evident from the increased percentage of pupils receiving their weekly Golden Time. Some older pupils have also provided peer support by listening to other pupils read after they have had their breakfast at breakfast club.

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Whole school	School enrichment subsidies	£425	Extend experiences and build confidence through visits to Rolls Royce, Toyota and University of Derby.	Increased wider experiences, self-confidence and positive attitudes to learning to give pupils experience of future aspirations in work and university Pupil feedback is positive	Positive pupil feedback /comments. End of Y6 pupil surveys positive comments related to enrichment activities. Pupil Premium Governor meets termly with a group of pupils to monitor impact.
Whole school	Additional resources	£2,000	Purchase additional resources to enrich the curriculum (digital and reading materials) with a particular emphasis on PP pupils boys reading	Reading materials, computing hardware and software updated focus on raising attainment and develop key skills in reading for target group	Positive impact evident – see previous data on reading attainment throughout the school.
Whole school	Further development and promotion of website	£1,823	Engaging PP parents in pupils' learning, improve home learning and share news about the school. Staff (TF-Y5/6 , MO-Y3/4, PG-Y1/2) assigned to collate information for website	Website is updated regularly and used effectively to share news about the school and offer links to useful website to support learning including e-safety and child-line. Parent/Carer surveys give positive feedback	School website continues to be reviewed, updated and monitored regularly. School Governor reviews it half-termly and provides feedback to the Head teacher and School Business Manager.
Whole school	Text messaging	£500	Using text messaging to engage hard to reach PP parents to update them on school news and support attendance policy	Hard to reach parents receive text messages and engage more readily in in school initiatives/ activities	Use of this service allows school to reach a greater number of parents/carers. Increased numbers attending parent/carers meetings.

Total Pupil Premium Expenditure = £ 214,473 Total Pupil Premium Budget = £204,750