

Written September 2016 for academic year 2017-18
 To be reviewed September 2018

Pupil Premium Strategy 2017-18

Summary of Pupil Premium Funding 2016-17

Number of children on roll	372
Number of pupils in receipt of Pupil Premium	143
Percentage of pupils in receipt of pupil Premium	38.4%

Pupil Premium Funding	£197,560
EYFS Pupil Premium	£3180
Service Children	£600
Looked After Children	£3200.00
Total	£204,540
Planned Expenditure	£204,729

Barrier	How and why?	Expenditure (£)	Expected Impact and how it will be measured	Impact
Parents unable to support their children at home.	Family learning (literacy and numeracy) in EYFS, 'Solihul parenting' parents coffee mornings and playgroup so that parents know how to support their children	£5000	<ul style="list-style-type: none"> Number of parents attending will be monitored and questionnaires given to parents to assess the impact. 	

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	physically, behaviourally and academically at home.		<ul style="list-style-type: none">• Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/ workshops.	
	Parents' Handbook so parents aware of school's high expectations.	£200	<ul style="list-style-type: none">• Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/ workshops.• Number of children completing homework increases• Number of children reading at home increases.	
	Study club for parents and pupils so that pupils can receive support if parents can't support them alone (Summer Term)	£1000	<ul style="list-style-type: none">• Number of parents attending will be monitored and questionnaires given to parents to assess the impact.	

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<p>Pupils have low starting points and need to make accelerated progress to achieve in line with age-related expectation.</p> <p>Upper KS2</p> <ul style="list-style-type: none"> • Need to see accelerated progress especially in ARE reading and maths for DP <p>Lower KS2</p> <ul style="list-style-type: none"> • Need to see accelerated progress in reading and writing HA (and maths in Y3) and writing and maths ARE. <p>Y3</p> <ul style="list-style-type: none"> • Need to see accelerated progress all subjects <p>Y2</p> <ul style="list-style-type: none"> • Need to see accelerated progress in HA Maths 	<p>Teacher Training to improve standards of teaching in core subjects</p>	<p>£8000</p>	<ul style="list-style-type: none"> • 100% of teaching good or outstanding • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	
	<p>Third Space Maths Learning to accelerate maths progress</p>	<p>£7524</p>	<ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points 	

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			<ul style="list-style-type: none"> • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	
	<p>TA Training in phonics, mastery, handwriting, numicon, assessment and IT.</p>	<p>£1300</p>	<ul style="list-style-type: none"> • 100% of teaching assistants support children at a good level. • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national 	

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			<p>expectations for our disadvantaged pupils.</p> <ul style="list-style-type: none"> • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	
	<p>Boosters, Homework Club, Reader Leader, writing and maths clubs to support accelerated learning outside of the classroom.</p>	<p>£12,000</p>	<ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. 	<ul style="list-style-type: none"> •

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			<ul style="list-style-type: none">• Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements	
	1:1 tuition for Year 6 Pupil Premium children in maths and literacy to accelerate learning out of timetabled time.	£2000	<ul style="list-style-type: none">• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above national expectations for our disadvantaged pupils.• There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils.• Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements	
	Additional teaching assistant support. Increase in the TAs/ Senior EYFS Staff available to support targeted learning needs of pupils.	£67,000	<ul style="list-style-type: none">• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above	

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			<p>national expectations for our disadvantaged pupils.</p> <ul style="list-style-type: none"> • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	
Some pupils have a chaotic start to the morning with no breakfast, late and worrying about home issues, low self-esteem therefore not ready to learn.	Therapeutic Circle Time to ensure children are socially and emotionally ready to learn.	£200	<ul style="list-style-type: none"> • Pupil questionnaire • Less children requiring THRIVE intervention 	
	Thrive intervention and resources so children are socially and emotionally ready to learn.	£2000	<ul style="list-style-type: none"> • Improved THRIVE scores so children are more prepared for learning 	
	Fund some of the cost of Breakfast Club provision to ensure children have a calm and settled start to the day, are fed and punctual.	£6000	<ul style="list-style-type: none"> • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance 	

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			and punctuality of disadvantaged children and non-disadvantaged children.	
	<ul style="list-style-type: none"> • Inclusion Team to support parents requiring additional support, ensure additional behaviour / SEN needs don't affect learning, provide social and emotional support during structured and unstructured parts of the day and to provide alternative learning opportunities. • Monitor provision mapping and impact for disadvantaged children. • Monitor lessons/ work scrutiny/ data analysis of disadvantaged children 	£74500	<ul style="list-style-type: none"> • Number of children participating in Children's university increases • Evidence of good/ outstanding provision for disadvantaged children including those with SEN • Reduction in behaviour incidents • Clear case studies detailing intervention and impact. • Pupils make better than the expected rate of progress from their starting points 	

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	<ul style="list-style-type: none"> • Discuss disadvantaged children in Pupil Progress meetings • Update and monitor impact of interventions through case studies for disadvantaged children. • Monitor and encourage disadvantaged children to attend Children's University 		<ul style="list-style-type: none"> • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements 	
<p>Attendance of disadvantaged children is low.</p>	<p>Contribution towards the cost of the Attendance and Pupil Premium Admin support to implement support and systems to diminish difference between disadvantaged children and non-</p>	<p>£15.000</p>	<ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance 	

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	disadvantaged children.		and punctuality of disadvantaged children and non-disadvantaged children.	
	Attendance Rewards to support diminishing difference between disadvantaged children and non-disadvantaged children.	£1000	<ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged children and non-disadvantaged children. 	
Pupils and families need understanding of and aspiration around higher education.	Partnership with The Brilliant Club (Russell Group Universities), involving Y5 HA pupils undertaking activities to raise self-esteem and aspiration around higher	£5000	<ul style="list-style-type: none"> • Increased understanding of chances and opportunities available in life. 	

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	education. Project to improve aspirations, opportunity and choice in the future and raise expectations		<ul style="list-style-type: none">• Qualitative evidence from the project.	
Children lack first hand experiences to enhance their learning	Fund some visits and residential visits to ensure disadvantaged children can develop.	£3000	<ul style="list-style-type: none">• Evidence in work scrutiny of children using the first-hand experiences in their learning.	