

Pupil Premium Grant (PPG) for 2017-2018 (from January 2017 census)		
Number on Roll	Number Eligible for PPG	Total Pupil Premium Budget
123	6 Pupils (3 SEND) (1 service family, 2 previously in care, 3 FSM)	£8 060
Barriers to Future Attainment (for pupils eligible for Pupil Premium)	<p>In school barriers</p> <ul style="list-style-type: none"> • % of PP pupils on the SEN register (compared to % of the rest of the school population) • Significant emotional and behavioural needs of some PP children affect their academic progress and particularly to achieve greater depth in their learning. • Oral language skills on entry are generally lower for pupils eligible for pupil premium. • Noticeably lower self-esteem and a lack of belief in themselves has an effect on both their opportunities taken up and their achievement <p>External barriers</p> <ul style="list-style-type: none"> • Emotional and social needs including keeping safe. • Parental engagement and support • Financial constraints mean some families are unable to provide a broad range of experiences and enrichment opportunities for children. 	
Our Objectives and Outcomes	<p>To increase the rate of progress of Pupil Premium pupils and narrow the gap between their attainment and that of other pupils nationally.</p> <ul style="list-style-type: none"> • To carefully track the progress of PP pupils and ensure appropriate provision is in place to speed up progress and prevent pupils from falling behind • To raise attainment of PP pupils in reading, writing and maths by accelerating progress so that it is at least in line with national expectations • To reduce the individual barriers to learning identified for each PP pupil • To provide resources, experience and support which reduce the disadvantage between PP pupils and their peers • To provide emotional and social support to pupils • Increase parental engagement 	
How we will spend the Pupil Premium Grant for 2017-2018		
Objectives	Action	
To carefully track the progress of pupils who belong to disadvantaged	<ul style="list-style-type: none"> • Subject managers and Headteacher monitor standards across the school evaluate any differences between PP and non-PP and make provision to close any gaps. They also track pupil progress and monitor provision for PP children. • Pupil progress meetings focus on PP children through the scrutiny of work, and teacher's planning to check that teaching and learning is meeting the needs of PP pupils. 	

<p>groups to enhance their experiences and progress within learning.</p>	<ul style="list-style-type: none"> • Increase in Teaching Assistants to support the progress of all pupils allowing teacher and teaching assistant support time for PP pupils. PP children, targeting their specific needs and planning interventions to overcome their barriers to learning. • Additional time for targeted intervention groups to support pupils who are at risk of falling behind. • Staff training to continue to develop strategies for high quality inclusive teaching for all pupils, with a specific focus on how to overcome barriers to learning. • Staff training and implementation of new support schemes for literacy including Let's Think in English, Handwriting 'Penpals', 'No Nonsense Spelling'. • Training for staff in use of 'concrete, pictorial and abstract' methods for maths to deepen pupils understanding and support reasoning. • Employment of outside agencies to support staff in raising the attainment of disadvantaged pupils (e.g. Educational Psychologist consultations with teachers.) <p>Measuring Impact:</p> <ul style="list-style-type: none"> • PP children always have access to high quality teaching providing them with outstanding learning opportunities; • PP children have been successfully tracked and class-based interventions are put in place to promote rapid and sustained progress for these pupils; • Class Action plans have been successfully implemented to close gaps and show evidence of progress for pupils; • Attainment of PP children has improved to be in line with non PP children in reading, writing and maths
<p>Additional support for PP pupils with SEND in English and mathematics to reduce the academic barriers to learning.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Curriculum time spent on supporting children understanding of online safety. Whole school taking part in Online Safety day. • NSPCC assembly and workshops keeping children safe. <p>• Governors interview PP pupils asking for views on how safe they feel in school, and online safety.</p>
<p>To ensure pupils have access to additional social and emotional support to enable them to focus on their learning.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Provision of small group room for ELSA support – a learning support base that provides a safe and welcoming space for vulnerable learners who need a quiet space to work or reflect; • Training cost and Release time for ELSA (Emotional Literacy Support Assistant) to support individual pupils based on their emotional needs; • Mentoring scheme for PP pupils with members of staff. <p>Measuring Impact:</p> <ul style="list-style-type: none"> • Pupils feel happy and safe in school; • Pupils are emotionally ready to engage in learning • Pupils have strategies they can use independently to support with managing and communicating their emotions.
<p>To reduce the financial barriers to pupils'</p>	<p>Action:</p> <ul style="list-style-type: none"> • Financial support for trips, visitors, residential trips and participation in extra- curricular activities to give pupils memorable

<p>learning so they can access all resources to enhance their experiences and progress within learning.</p>	<p>experiences;</p> <ul style="list-style-type: none"> • Funding for additional resources to complete home learning tasks; • Funding for after-school clubs to allow children additional extra-curricular activities (e.g. football, peripatetic music lessons); • Attendance at lunchtime homework club for PP pupils to provide support and guidance with completing their homework tasks. <p>Measuring Impact:</p> <ul style="list-style-type: none"> • All PP pupils attend visits, residential trips and participate in extra-curricular activities; • An increased percentage of PP pupils complete their homework to a good standard; • The percentage of PP pupils participating in after-school clubs is in line with other pupils.
<p>To increase parental engagement</p>	<p>Action</p> <ul style="list-style-type: none"> • Continued employment of Sue Foster Family Support worker to resolve issues around home life; • Headteacher presence on the school gate every morning and available to meet with first thing every morning (HT's calendar left clear) to encourage communication with vulnerable parents; • Class Teacher on the playground every day after school to provide parents with an opportunity to talk to them; • EYFS home visits, visits to preschool and in-depth induction to build strong relationships with families • Release time for teachers to run specific curriculum workshops to enable parents to effectively support their children's learning at home; • Parents invited to topic outcomes to enable parents to have the opportunity to view the work their children have produced and share in their successes; <p>Measuring Impact:</p> <ul style="list-style-type: none"> • Parents engage in their children's learning as shown through attendance at events, notes in the home school reading diary and completion of homework. • Parents attend parents' evenings, curriculum workshops and class assemblies to enable them to support their child with their learning.

Pupil Premium 2016-2017 Evaluation

Pupil Premium Grant (PPG) for 2016-2017		
Number on Roll	Number Eligible for PPG (from January 2016 census)	Total Pupil Premium Budget
125	6 Pupils (4 SEND) (1 service family, 2 previously in care, 3 FSM)	£8 060
Projects and interventions employed to close the gap between disadvantaged pupils and their peers		
Project/Intervention	Impact	Investment
Increase in Emotional Literacy Support Assistant (ELSA) hours to work with individuals and groups of pupils to enhance their emotional wellbeing – 3 afternoons per week.	<ul style="list-style-type: none"> • ELSA sessions have supported the emotional and social wellbeing of pupils in order for them to be in a good mind set ready to access and benefit from quality first teaching. • The ELSA provides additional support and training for staff in overcoming social and emotional barriers within the classroom. This has resulted in staff being able to put provision in place to support pupils' confidence and readiness to learn in the classroom, particularly when working in group situations. • ELSA training with teachers to implement Lego therapy for pupils with issues associated with attachment. 	
Financial support for trips, visitors, residentials and participation in extra-curricular activities. Provision of additional resources e.g. uniform when required. Funding for attendance at holiday club.	<ul style="list-style-type: none"> • 100% PP pupils attending after school clubs. • 100% PP pupils attending school trips, residential and visits. 	
Termly Pupil Progress meetings with individual staff highlight progress of PP pupils and the support they have received. Barriers to learning discussed in	<ul style="list-style-type: none"> • Teaching staff and teaching assistants have an increased awareness of the needs of PP pupils. They can articulate their individual barriers to learning and explain the impact of strategies put in place to overcome them. • Staff recognize that these barriers to learning may not be academic. Staff have worked hard to 	

<p>depth. Time used to analyse data. Classroom observations used to meet with children and review progress. Organising additional enrichment activities to offer to pupils including opportunities to play a musical instrument, attend clubs, be class representative on the school council.</p>	<p>increase the confidence of PP pupils and develop their love of learning (see individual case studies for evidence of impact).</p> <ul style="list-style-type: none"> • Improved engagement with parents of PP pupils, as shown through increased attendance at parents' evenings and class events. Involvement of parents with outside agencies (CAMHS, no limits, EP, Speech and Language, Outreach) • Percentage of PP pupils attending after school clubs increased • Barriers to learning for each PP child identified and addressed termly. Effective interventions are being put in place to begin to overcome these barriers. • Combined attainment of PP pupils (YR-Y6) – 50% ARE (or above) is above Hampshire (39%) and National figures (39%) from 2016. 	
<p>High Quality Inclusive Teaching in the classroom.</p>	<ul style="list-style-type: none"> • Ongoing assessment used to plan and deliver Catch Up and Pre Teaching intervention to improve progress, focusing on specific skills. • Learning walks and learning evaluations show that strategies are being used within the classroom to promote confidence within PP pupils and positive feedback is being used to develop their willingness to engage in learning tasks. • Work scrutiny shows that PP pupils are receiving effective feedback on their work that is giving clear direction for what they need to do next to improve. There was clear evidence of teachers providing effective scaffolding and high quality models to ensure that PP children are able to fully engage in tasks and work independently. 	
<p>Increased involvement of Parents/carers with pupil's education.</p>	<ul style="list-style-type: none"> • Families in need have been rapidly identified and outside agencies have been contacted to provide support. • Homework club in school time to ensure homework is completed on time. • With additional support put in place for vulnerable families, all Year 6 pupils transitioned positively to Secondary school at the end of the Year. PP pupils had priority for attendance at Wyvern College summer school. This meant that parents had a better knowledge of who would be supporting their child at their new school. 	

2016-2017 comparison data for pupil premium children reaching the expected standard for reading writing and maths compared to non-pupil premium children. (Data for year groups containing pupils receiving pupil premium funding).

Year 6 SATs results (18 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children	1	1	100%	1	100%	1	100%	1	100%
Non Pupil premium children	17	16	94%	17	100%	17	100%	17	94%

Year 4 Internal assessment data (17 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children (1)	1	0	0	0	0	0	0	0	0
Non Pupil premium children (16)	16	14	88%	11	69%	12	75%	10	63%

Year 3 Internal assessment data (17 Pupils)		Reading		Writing		Maths		Combined Reading, Writing and Maths	
	Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils	Nos. Pupils	% Pupils
Pupil Premium Children	3	2	67%	1	33%	1	33%	1	33%
Non Pupil premium children	14	12	86%	12	86%	11	79%	11	79%