

Pupil Premium Strategy Statement

1. Summary information					
School	Ashley Primary School				
Academic Year	2017-2018	Total PP budget	£192,428	Date of most recent PP Review	Apr 17
Total number of pupils	475	Number of pupils eligible for PP	111	Date for next internal review of this strategy	Dec 17

2. Current attainment				
	<i>KS1 Pupils eligible for PP</i>	<i>KS2 Pupils eligible for PP</i>	<i>KS1 Pupils not eligible for PP</i>	<i>KS2 Pupils not eligible for PP</i>
Number of children attaining the expected standard in reading	69% LA 66%	67% LA 63%	72% LA 82%	69% LA 77%
Reading progress measure	NA	-3.18	NA	-1.99
Reading scaled score	NA	103	NA	103
Number of children attaining the expected standard in writing	23% LA 59%	86% LA 72%	50% LA 77%	85% LA 82%
Writing progress measure	NA	-1.1	NA	+0.9
Writing scaled score	NA	NA	NA	NA
Number of children attaining the expected standard in GPS	NA	NA	NA	NA
GPS progress measure	NA	NA	NA	NA
GPS scaled score	NA	NA	NA	105
Number of children attaining the expected standard in maths	62% LA 67%	76% LA 73%	74% LA 83%	77% LA 80%
Maths progress measure	NA	-2.0	NA	-0.6
Maths scaled score	NA	104	NA	104

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children often have limited language skills and an increasing number of children attend with English as an additional language.
B.	Children have a limited understanding of applying their mathematical knowledge to solve a range of reasoning problems across maths.
C.	Lack of parental involvement and support regarding reading at home, learning spellings and completing homework; in addition to the limited abilities of many parents in order to provide such support.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	An increase in the number of children in attendance with SEND.
E.	An increase in the number of children in attendance with social and emotional needs.
F.	An increase in the number of children in attendance under Child Protection, Child in Need or involved with Early Help effecting their learning in school.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
A.	<p>Improve the percentage of children attaining expected level in reading.</p> <p>85% of children achieve the expected outcome in KS2 reading. 20% achieve greater depth and progress measures are positive.</p> <p>At least 75% of children to achieve reading, writing and maths combined at the expected standard in KS1. 12% of children achieving reading, writing and maths at greater depth. (SDP)</p>
B.	<p>Improve the percentage of children attaining expected level in GPS.</p> <p>85% of children achieve the expected outcome in Key Stage 2 GPS. 25% achieve greater depth and progress measures are positive.</p> <p>85% of children to achieve the phonics screening outcome in Year1. Gaps between PP and non PP pupils closing. (SDP)</p>
C.	<p>Improve the percentage of children attaining expected level in maths.</p> <p>85% of children achieve the expected outcome in KS2 maths. 20% achieve greater depth and progress measures are positive.</p> <p>At least 75% of children to achieve reading, writing and maths combined at the expected standard in KS1. 12% of children achieving reading, writing and maths at greater depth. (SDP)</p>
D.	<p>Close the gender gap in writing at the end of KS2.</p> <p>Percentage of boys and girls performing in line with one another. (SDP)</p>

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality first teaching/ Teaching Assistants/ CPD/Schools Learning Equipment/Booster sessions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. 85% Year6 PP children to meet expected outcome in reading 2017 and narrow the gap between non PP.	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • Questionnaire for boys to engage in literacy, following LA support + CPD. • Review of subjects and units taught in line with boys' interests, following LA support + CPD. • More provision of books in year 6 following Pie Corbett Reading Spine. • Use of Junior Library every Wednesday afternoon. • 3 x 30 minutes reading sessions including focus half termly on fact retrieval, word meaning and inference then revision through SATs practise papers. • 1 x 30 minutes reading session for pleasure individually and as a class. • Daily check of reading at home in diaries. • Letters home to remind parents of importance of reading to be signed and returned. • Reading Workshop for parents provided inspring term. • TA to support PP and lower achievers within reading sessions. • Performance management targets for year 6 related to improvement in reading and PP performance. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; year 5 and year 6 curriculum; current expectations of end of KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +5 effective for Reading Comprehension Strategies. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Y6 joint planning session. • Literacy lead monitor MTPs • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	LStratford J. Coult A Hotchkiss D. Todd	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Y6 team meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.

<p>A 85% Year 2 PP children to meet expected outcome in reading 2017 and narrow the gap between non PP.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • Questionnaire for boys to engage in literacy, following LA support + CPD. • Review of subjects and units taught in line with boys' interests, following LA support + CPD. • Use of Infant Library weekly. • Afternoon dedicated to quality Guided Reading each week. • Phonics Intervention – TA trained in Phonics teaching and directed by teacher Small group provision: ??????; initial assessment to ascertain gaps and tasks set to support work at home; use of ICT to engage; VAK learning styles considered and planned for in most lessons; engaging resources. • Home Readers (mostly PP and LA children) heard by teacher and TA weekly. • Weekly use of library with support from parent helper. • Morning activities before school: reading, tricky/CE words tasks, read to a partner and reading for pleasure from range of texts available from home and the classroom including magazines. • Reading books changed every week. • Smiley face system to promote equipment going home and coming into school regularly – reading books and diaries. • Performance management targets for year 2 related to improvement in reading and PP performance. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; year 2 curriculum; current expectations of end of KS1 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +5 effective for Reading Comprehension Strategies. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Literacy lead monitor MTPs • Y2 joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>L. Stratford D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Y2 team meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.
<p>A Narrow gap in the performance of PP children in reading across the whole school.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • Questionnaire for boys to engage in literacy, following LA support + CPD. • Review of subjects and units taught in line with boys' interests, following LA support + CPD. • More provision of books across school following Pie Corbett Reading Spine and money raised from Book Fairs. • Book Fairs x 2 to promote reading. • Reading lists sent home of appropriate books for all ages. • Themed weeks – Book Week, international Week and World Book Day to promote books and reading. • Use of both libraries every Wednesday afternoon. • Guided reading timetabled across the school and reading for pleasure scheduled within. • More simplistic reading diaries following same format throughout the school this year. • Letters home to remind parents of importance of reading to be signed and returned. • TA to support PP and lower achievers within reading sessions. • Performance management targets across the school related to improvement in reading and PP performance. 	<ul style="list-style-type: none"> • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +5 effective for Reading Comprehension Strategies. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Literacy lead monitor MTPs • Year group joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. Coult L. Stratford D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Year group team meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.

<p>B 85% Year 6 PP children to meet expected outcome in GPS in 2017 and narrow the gap between non PP.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • Letters home to remind parents of importance of learning spellings to be signed and returned – increased support from home at the end of each unit covered. • GPS Workshop for parents provided in spring term. • TA to support PP and lower achievers within GPS sessions. • TA to assist teacher in assessing. • Rigorous system of assessment to identify gaps and achievement. • Continued use of Read, Write IncSpelling to assist teaching. • Appropriate word banks created in lessons to support children. • Spelling and Assessment policies updated to further support spelling in school. • Specific timetable to ensure full range of curriculum including gaps from years 3, 4 and 5 covered. • Children’s errors in writing recorded at the back of each book to support further spelling. • 3 x half-hour sessions of spelling each week. • 4 x half hour sessions of punctuation and grammar each week. • Performance management targets related to improvement in GPS and PP performance. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; year 5 and year 6 curriculum; current expectations of end of KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Literacy lead monitor MTPs • Year group joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. Coult D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Y6 team meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.
<p>B Narrowing the gap in year 1 children passing Phonics Screening Check.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term – clear data passed from EYFS. • Purchase and use of Phonics Tracker £240 to assess and provide personalised intervention areas and resources – updated termly. • February practise screening using Phonics Tracker to identify gaps in class and individually for further intervention. • 3 x half hour sessions of Phonics/Spelling and 1 x hour session of Phonics/Spelling as advised by LA. • Yearly overview and Assessment tool prescribes curriculum to cover – mostly covered by end of Spring 1 which allows for intervention and revision from Spring 2. • All TAs present during sessions and 1-1 support available to small group of SEND children. • Parent helper assists during afternoons to practise reading words and sounds with children identified and under supervision of teacher. • Morning activities: reading book or practise spellings. • Use of Mr Thorn online resource for Phonics/Grammar – Geraldine the Giraffe - toy sent home weekly along with Phonics sound to identify words around the home with support book. • Children use spelling book to take home to learn and complete test so as parents are aware of errors made. • Weekly spelling homework to support learning of pattern and CEWs. • Performance management targets related to improvement in reading and PP performance. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; year 5 and year 6 curriculum; current expectations of end of KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effectivefor collaborative learning with mixed ability and small groups. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Literacy lead monitor MTPs • Year group joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>L. Stratford D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Y1 team meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.

<p>B Narrow gap in the performance of PP children in GPS across the whole school.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • Letters home to remind parents of importance of learning spellings to be signed and returned – increased support from home at the end of each unit covered. • TA to support PP and lower achievers within GPS sessions. • TA to assist teacher in assessing. • Rigorous system of assessment to identify gaps and achievement. • Continued use of Read, Write IncSpelling to assist teaching and assessment. • Spelling units taught over 2 week cycle to ensure deeper learning. • Appropriate word banks created in lessons to support children. • Spelling and Assessment policies updated to further support spelling in school. • Weekly spelling homework related to spelling pattern and CEWs of the week. • Children's errors in writing recorded at the back of each book to support further spelling. • 4 x half-hour sessions of spelling each week. • Punctuation and grammar teaching and tasks planned as part of Literacy MTPs and lessons. • Year 2 and 3 Phonics intervention to 'pass' screening check: <ul style="list-style-type: none"> - Teaching Assistant trained in teaching Phonics – observing good practise and collection of variety of resources to address range of learning styles - Small group provision 3 half hour sessions weekly in Star Room - initial assessment to ascertain gaps - Tasks set for support at home - Meeting with parents - Use of ICT to engage - Use of oral and visual learning and repetition - Engaging resources – Letter and Sounds, Jolly Phonic etc 	<ul style="list-style-type: none"> • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +4 effective in Phonics teaching. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Literacy lead monitor MTPs • Year group joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. Coult L. Stratford D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Year group meeting weekly. • MTPs checked by Phase/subject lead half termly • Half termly pupil progress meetings. • Biannual performance management review.
<p>C 85% Year 6 PP children to meet expected outcome in maths 2017 and narrow the gap between non PP.</p>	<ul style="list-style-type: none"> • Deployment of staff. • New maths lead – second year in post. • Data tracking analysis – performance of PP each half term. • Year 6 Boosters since Autumn2 – 2 x half hour sessions weekly. • Assessment used from Year 5 to inform gaps to inform planning of boosters during Autumn. Autumn assessment informs Spring 1 booster and Spring 1 assessment informs Spring 2 and summer 1 prior to SATs. • LA support and CPD – Reasoning. • Use of CPA teaching. • CPD – times tables to support times tables club held Autumn term 15 ins per week at lunch. • Further maths lessons as whole class incorporated into afternoon sessions to cover curriculum and use peer tutoring from more able. • Maths Workshop for parents provided in spring term. • Homework to reinforce work in lessons given twice weekly. • TA to support PP and lower achievers within maths lessons – TA in each class – mixed ability – More Able taught in small group of 14 by third teacher. • Performance management targets for year 6 related to improvement in maths and PP performance. 	<ul style="list-style-type: none"> • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows -1 effective for setting/streaming. • EEF report shows +3 effective for reduced class sizes. • EEF report shows +5 effective for peer tutoring. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Maths lead and Phase Managers monitor MTPs • Year group joint planning session. • Lesson observations • Focus of LA visit • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. McCormick J. Coult D. Todd N. Rich</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • MTPs checked by Phase/subject lead half termly • Year group meeting weekly. • Half termly pupil progress meetings. • Biannual performance management review.

<p>C Narrow gap in the performance of PP children in maths across the whole school.</p>	<ul style="list-style-type: none"> • Deployment of staff. • Data tracking analysis – performance of PP each half term. • New maths lead – second year in post. • LA support and CPD – Reasoning. • LA CPD Times Tables – and JMc Staff Meeting feedback providing resources. • Use of CPA teaching. • Continued use of Mathletics at school and home in years 3, 4 and 5 with a relaunch in February. • Inspire Maths purchased (£7,500+£1,000 training) for years 1, 2 and 3 with year 1 starting February, year 2 after SATs and Year 3 in Sept 2017. • No setting across school – mixed ability teaching in all year groups especially years 1, 2 and 3. • Year 5 Booster commenced for maths in Spring 1 1 x half hour session weekly. • TA to support PP and lower achievers within maths lessons – deployed to be most advantageous to year group. More able taught in third group by teacher. • Performance management targets across the school related to improvement in maths and PP performance. 	<ul style="list-style-type: none"> • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows -1 effective for setting/streaming. • EEF report shows +3 effective for reduced class sizes. • EEF report shows +5 effective for peer tutoring. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Maths lead and Phase Managers monitor MTPs • Year group joint planning session. • Lesson observations • Focus of LA visit • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. Coult L. Stratford D. Todd N. Rich</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • MTPs checked by Phase/subject lead half termly • Year group meeting weekly. • Half termly pupil progress meetings. • Biannual performance management review.
<p>D Close the gender gap in writing at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> • Literacy Lead originally part of ECaW. • Literacy Lead involved in 2015-2016 KS2 Writing Moderation. • Literacy Lead teaching and planning for provision in year 6. • Attendance of LA training and networks. • Support form LA to address closing gap between boys and girls. • Year 5 Booster session 1 x half hour weekly for grammar. • Questionnaire for boys across the school to engage in literacy, following LA support + CPD. • Review of subjects and units taught in line with boys' interests, following LA support + CP: at least one unit each term to be taught by each class in line with boys' requests/interests. • More provision of books in year 6 following Pie Corbett Reading Spine. • Year 6 use of Junior Library every Wednesday afternoon to encourage reading as a writer and writing as a reader. • 1 x 30 minutes reading session for pleasure individually and as a class to encourage reading as a writer and writing as a reader. • Use of materials taken from earlier CPD delivered by James Clements to engage boys in year 6 – Shakespeare and more. • Use of 'Support Sheet' to increase children's awareness of the criteria to fulfil for 'towards' and 'expected' standard – showing their current attainment and steps forward to improve and used as a tool to mark work and inform future planning. • Several opportunities given across the curriculum and in literacy to write purposefully including themed weeks and from engaging narratives. • Continuous use of Talk Partners to exchange ideas, support, plan and assess one another's work. 	<ul style="list-style-type: none"> • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +5 effective for peer tutoring. 	<ul style="list-style-type: none"> • Regular monitoring and work scrutiny as a year group and with senior leaders. • Year group joint planning session. • Lesson observations • Liaison with LA and current approaches. • Performance management reviews. 	<p>J. McCormick J. Coult D. Todd</p>	<ul style="list-style-type: none"> • Weekly planning check by D.Todd • Year group meeting weekly. • Half termly pupil progress meetings. • Biannual performance management review.
<p>Total budgeted cost: Quality First Teaching and TAs £132,150; CPD £2,300; Schools Learning Equipment £26,100; Booster session £6,000</p>					<p>£166,550</p>

ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Educational visits and outdoor education	<ul style="list-style-type: none"> Residential visits – Y5 Thurston in May, Y6 Dukeshouse Wood in July. Outdoor classrooms (infant and junior) and equipment – all classes continuous use and allocations, including planting, harvesting, preparing and cooking food. Other visits to enhance the curriculum e.g. Eden Camp (WW2), Spice One (International Week) 	<p>Disadvantaged children given opportunities in a range of areas and activities to promote life skills and well-being.</p> <p>Successful in past academic years.</p>	<p>Attendance of trips.</p> <p>Level of pupil interest and engagement.</p>	D.Todd	Termly
Kidsafe Club - Safeguarding	<ul style="list-style-type: none"> 2 x PM sessions weekly – across school over course of the year. Increased e-safety awareness across school and offered to parents. 	<p>Successful introduction during 2015-2016. Increased need to support children and families in safe use of computers and the internet.</p> <p>Further cases of incorrect and unsafe use of internet and devices at home that comes into school to deal with.</p>	<p>Reduced number of incidents from home coming into school.</p> <p>Children's level of awareness of being safe.</p>	N. Jewitt	Termly
Educational Psychology Service - SLA	<ul style="list-style-type: none"> Across the year Identification of needs of individual children to support child at home and in school. Supports school in identification of needs, difficulties and strategies for intervention – SEND. 	<p>Increased number of children in attendance with SEND.</p> <p>Increased need for further support inside and outside the classroom for teachers and teaching assistants.</p>	<p>Children identified to be given support and needs identified with strategies given to support.</p> <p>Staff and parents/carers given training/strategies to aid support.</p>	SENCO	Termly
Emotional Resilience Service - SLA	<ul style="list-style-type: none"> Improved well-being of identified children. Half day support weekly – 16 children supported through autumn and spring Y6 children supported for transition to Y7 in summer term. 	<p>Successful in past years.</p> <p>Increased number of children in each year group who will benefit from the service.</p>	<p>Children identified to be given support and emotional needs identified with strategies given to support.</p> <p>Staff and parents/carers given training/strategies to aid support.</p>	A.Fawkes Class Teachers	Termly
Surplus budget	<ul style="list-style-type: none"> To use as necessary as a result of termly reviews. 				
Total budgeted cost: Residential and Outdoor Education £8,000; Kidsafe Club £1,000; Educational Psychology Service £7,359; Emotional Resilience Service-SLA £1,350; Surplus Budget £3,549					£21,258

6. Review of expenditure

Previous Academic Year

Budget allocation: £184,808

i. Quality first teaching/ Teaching Assistants/ CPD/Schools Learning Equipment/Booster sessions

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
All year 2 and 3 children are able to 'pass' phonics screening.	<ul style="list-style-type: none"> Teaching Assistants trained in teaching Phonics Observing good practise and collection of variety of resources to address range of learning styles Small group provision 3 half hour sessions weekly in Star Room initial assessment to ascertain gaps Tasks set for support at home Meeting with parents Use of ICT to engage Use of oral and visual learning and repetition Engaging resources – Letter and Sounds, Jolly Phonics etc 	<p>All Year 3 children achieved and made significant progress both PP and non-PP – see initial and post assessment.</p> <p>Year 2 SEND did not achieve including PP children.</p>	<p>Continue with this approach in year 2 2016-2017.</p> <p>Further spelling support in year 3 2016-2017.</p>	
<p>Improved attainment in maths across Key Stage 2: 85% Attainment across KS2. Gap closing between PP and non-PP.</p>	<ul style="list-style-type: none"> New Maths lead Changes to teaching staff Parent workshop Y6 Booster Change to streaming Y1-Y5 and use of TAs Deployment of staff to key areas LA support Assessment system CPD + staff meetings Performance management of Teachers and TAs Mastery curriculum Use of CPA teaching Review of approach and changes made in light slow progress in January 2016. 	<p>The percentage of children attaining expected in maths at the end of Key Stage 2 was below school predictions and National expectation for PP and non-PP.</p> <p>Performance across KS2 slow in terms of progress in new curriculum objectives using new assessment system was also slow due to the restricted background in transition from old to new curriculum – more time needed to see better progress within new curriculum.</p>	<ul style="list-style-type: none"> Earlier intervention in year 5 and 6 needed. Split year 5 into 3 classes for autumn term – reduced class size. Booster lessons for year 5 starting January 2017. Year 6 more Booster lessons based on maths until mid-spring 2. Earlier inclusion of more maths in timetable to ensure coverage and understanding in year 6. Deployment of staff Further training Assessment system adapted for whole class Further mixed ability grouping Fluid review process of years 5 and 6 to ensure interventions have impact and can be changed when necessary. 	
<p>Improved attainment in English across Key Stages 1 and 2: 85% Attainment across KS2. Gap closing between PP and non-PP.</p>	<ul style="list-style-type: none"> New Literacy lead Information on website Y6 Booster Change to streaming use of TAs Spelling timetabled across school Grammar planned within all literacy lessons LA support Assessment system CPD + staff meetings Performance management of Teachers and TAs New scheme – Read, Write Inc Spelling 	<p>The percentage of children attaining expected in reading and GPS at the end of Key Stage 2 was below school predictions and National expectation for PP and non-PP.</p> <p>The percentage of children attaining expected in writing at the end of Key Stage 2 was above National expectation for non-PP and in line with PP.</p>	<ul style="list-style-type: none"> Earlier intervention in year 5 and 6 needed. Split year 5 into 3 classes for autumn term – reduced class size. Booster lessons for year 5 starting January 2017. Full coverage of spelling from year 3 taught from September. Earlier inclusion of more GPS and reading in timetable to ensure coverage and understanding in year 6. Deployment of staff Further training and support form LA. Assessment system adapted for whole class and used by children. Further mixed ability grouping Fluid review process of years 5 and 6 to ensure interventions have impact and can be changed when necessary. Continue with approach to writing as it was positive. 	

ii. 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
Educational visits and outdoor education	<ul style="list-style-type: none"> Residential visits – Y5 Thurston in May, Y6 Dukeshouse Wood in July. Outdoor classrooms (infant and junior) and equipment – all classes continuous use and allocations, including planting, harvesting, preparing and cooking food. Other visits to enhance the curriculum e.g. Eden Camp (WW2), Spice One (International Week) 	Good number of children in attendance and positive behaviours witnessed.	Continue with this approach.	£8,000
Inclusion Support	<ul style="list-style-type: none"> 1-1 support for children who need additional support to access the curriculum – academically, emotionally and socially across the school. 	Children supported effectively including PP children. Further need identified for 2016-2017.	Continue with this approach.	£30,000
Kidsafe Club - Safeguarding	<ul style="list-style-type: none"> 2 x PM sessions weekly – across school over course of the year. Increased e-safety awareness across school and offered to parents. 	Reduced number of incidents from home coming into school. Increased level of awareness of being safe – see assessments.	Continue with this approach.	£2,400
Educational Psychology Service - SLA	<ul style="list-style-type: none"> Across the year Identification of needs of individual children to support child at home and in school. Supports school in identification of needs, difficulties and strategies for intervention – SEND. 	Positive identification of needs of individuals. Effective strategies implemented at home and school to support children.	<ul style="list-style-type: none"> Extra days needed to meet needs of the school and number of children. Specialist teachers employed to meet specific needs of individuals and support Ashley staff. 	£3,135
Emotional Resilience Service - SLA	<ul style="list-style-type: none"> Improved well-being of identified children. 	Children supported but not enough support available to meet needs of school, especially year 6 cohort.	<ul style="list-style-type: none"> Extra provision needed to meet needs of the school and number of children who need emotional support. To provide support lower down in school to lessen need for support as children get older – early intervention. 	£750
Raise-Up Club	1 hour weekly for 10 weeks in Autumn term For Year 3 x 10 children to raise self-esteem + confidence	Positive impact but children had already made transition in to Key Stage 2 with ease.	No longer needed.	£500
Total Expenditure 2016/17:£184,808				

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

2016/2017 outcomes