



# Oughton Primary and Nursery School

## Pupil Premium Strategy 2017-18

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1. Summary information					
<b>School</b>	Oughton Primary and Nursery School				
<b>Academic Year</b>	2017/18	<b>Total PP budget (indicative) April 17</b>	£93,720 Indicative (based on Jan 16 Census 71 pupils) Early Years PP = £2114	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	252 - April 2017	<b>Number of pupils eligible for PP</b>	91 - April 2017 (including EYPP = 7 children) 96 - December 2017 (40%) 64 – FSM Dec 2017 (26%)	<b>Date for next internal review of this strategy</b>	July - September 2017 / December 2017

2. Current attainment using Raiseonline Validated data Feb 2017		
<b>Attainment for: July 2016 (15 pupils, 6 SEND, 27 all pupils) KS 2</b>	<i>Pupils eligible for PP (our school)</i>	<i>All Pupils (including pupils not eligible for PP) (our school/national Y6)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	40%	52% / 53%
<b>% achieving expected standard or above in reading</b>	40%	52% / 66%
<b>% achieving expected standard or above in writing</b>	73%	81% / 74%
<b>% achieving expected standard or above in maths</b>	73%	78% / 70%
<b>Attainment for: July 2016 (12 pupils, 3 SEND) KS 1</b>		
<b>% achieving expected standard or above in reading</b>	83%	84%/74%
<b>% achieving expected standard or above in writing</b>	83%	81%/65%
<b>% achieving expected standard or above in maths</b>	92%	81%/73%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low speech, language and reading skills (comprehension and phonics for some children)	
<b>B.</b>	Low ambition and low life experiences plus low attendance for a small group of PPG children.	
<b>C.</b>	Low resilience, low confidence and feel of failure.	
<b>D.</b>	SEND needs for many PPG children	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Engagement of Parents to support learning.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language, which will enhance their reading skills re comprehension. PPG children's reading improves in line with non PPG children. FSM children will make good progress and improve attainment.	PPG children will all make good progress in reading (reflected by comprehension) and writing (reflected by use of language). PPG children make good progress in reading so that their writing is influenced by this. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PPG children achieve in line with non-PPG children. FSM children will make good progress and improve attainment.
<b>B.</b>	Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. FSM children will receive a school dinner each day, enhancing concentration and healthy lifestyles.	Children talk about their future with enthusiasm Children talk about activities and learning with excitement Children set/attempt challenging targets Children speak ambitiously about their future. Attendance for PPG is above 96%. FSM children will eat a school meal each day – those who are entitled to this.
<b>C.</b>	Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations.	Staff will be trained in Penn resilience in order to teach children ways to be resilient and cope with challenges. PPG / FSM children to show more confidence and motivation in new situations and be able to tackle challenges without the feel of failure.
<b>D.</b>	SEND children who are also PPG reading, writing and maths improve, with progress greater than non PPG children.	SEND/PPG children make good progress in reading, writing and maths from their starting points, greater than non PPG children.
<b>E.</b>	Parents support children with their learning at home practising skills, supporting with homework and ensuring they attend clubs and booster sessions.	Parents attend workshops held at school and Parents Evenings. Parents support their children at home – Reading / Learning Logs. Parents ensure their children attend Booster sessions, morning sessions.

## 5. Planned expenditure

Academic year

2017/18 April 2017 – March 2018

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 of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language, which will enhance their reading skills re comprehension. PPG children's reading improves in line with non PPG children. FSM children will make good progress and improve attainment.	Talk of the Town strategies and Speech and Language Programs such as Wellcomm for EY / Story Detectives and other intervention to be in place. Training for staff where needed. Pupil progress meetings half termly will inform achievement. Drop-ins / observations focusing on reading . Additional support in Guided Reading in Upper KS 2. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school, using the library. Author visit celebrated and children encouraged to read within school. Books will be on display in the classrooms and library used to encourage children to read.	Talk of the Town – previous year positive regarding children's confidence and improvements in assessment data. Wellcomm for EYFS – research positive regarding outcomes and positive results 2016/17. Speech and language is the key to all learning and assessment tools and interventions support this. Children who are not on track to make enough progress and who are not on track to meet their end of year target will gain support from intervention (Teacher support, TA support, 1:1 / small group teacher support) this has had a positive impact last year. Assessment outcomes will be accurate and swiftly addressed – effective in past 2 years. Phonics will be encouraged as a strategy to reading in the classroom when necessary – good results improve reading. An author visit was well received by children – pupil voice 2016/17.	Lead member of SLT re Speech and Language. Monitoring by SLT. Pupil Progress Meetings to discuss provision. Drop-ins to ensure support is given. Inclusion Manager will monitor intervention. Teachers employed to carry out more specific intervention to fill the gaps re knowledge and understanding in reading monitored through Pupil progress meetings - review intervention given and progress made. Drop ins will monitor how books are celebrated and how phonics is being used as a spelling strategy. The children will be able to talk about Authors they are learning about.	LS CMP  SLT / HT re PPM	End of each term: July 2017 December 2017 March 2018

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned / Cost</b> (and whether you will continue with this approach)			
<p><b>July 2017:</b> Progress in reading for FSM for the majority of pupils is good across the school. Wellcomm and Talk of the Town data shows improvements from baseline assessments. In school data shows a positive outlook between the groups. Phonics results – good – PPG and non-PPG group.</p> <p><b>Dec 2017:</b> Analysing School Performance Data and Standards Visit – Nov 2017 show improvements regarding disadvantaged children. KS 1 results in Reading show a positive result between Disadvantaged and National other, higher than national.. KS 2 closing the gap data on attainment was not as positive due to the high number of PPG children who were also SEND. However, KS 2 progress scores were positive, higher than 0.</p>		<p><b>July 2017:</b> Intervention to continue regarding Talk of the Town and Wellcomm. Focus on recording intervention consistently throughout the school to ensure clear tracking. Continue focus on reading.</p> <p><b>Dec 2017:</b> Continued focus on KS 2, in particular children who are within SEND / disadvantage group – focus on attainment and achieving the expected standard in reading, as well as progress scores. Focus on attainment in relation to combined.</p>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? How we measure impact.</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school. FSM children will receive a school dinner each day, enhancing concentration and healthy lifestyles.</p>	<p>Visitors to the school – whole school projects, visits such as Authors / Pantomimes booked. Wow events to be booked and Parents invited to join these days to find out about learning in school. Clubs for children to run by TAs to offer extra-curricular activities – sport, Science, Art. Music lessons / Cubs as other learning experiences. Promote school dinners for FSM children.</p>	<p>Visitors and visits give an opportunity to showcase inspirational people / jobs and places, allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. PPG children experiences will be more hands on activities. Parents to be involved in the learning within school to promote supporting the children at home. Clubs to offer more opportunities for learning through clubs after school. FSM children will be encouraged to eat a school dinner each day.</p>	<p>SLT to discuss who to invite into school and Phase Leaders to discuss places to visit to inspire children. SLT will attend speakers and ask the children their views. Parent questionnaires. Pupil voice re clubs and observing clubs. Attendance will be monitored – especially re key children – PPG who are persistent absences. FSM dinner take up will be monitored and action followed up.</p>	<p>SLT</p>	<p>End of each term: July 2017 December 2017 March 2018</p>

Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned / Cost (and whether you will continue with this approach)		
<p><b>July 2017:</b> Free School Meals – given and children positive about the food. Milk offered and enjoyed at lunchtime for KS 2. Attendance key issue for some PPG children – key individuals. Overall, improvements seen across the school. Some key PPG children – significant improvements in the summer term and across 2016 / 17 attendance.</p> <p><b>Dec 2017:</b> Free School Meals and milk as above. Attendance key issue for key PPG children – other action in place. Children enjoyed Poet visiting. Trips have been well received – Evidenced in feedback from children and staff. Music lessons – Evidenced in positive feedback from children. Clubs – enjoyed by those children attending. Theatre groups – children have enjoyed these experiences.</p>			<p><b>July 2017:</b> Science Club popular – need to run this club again. Other clubs are needed to enhance experiences. Key days have showed good attendance – in particular regarding punctuality. Cost re lunches plus TAs to run clubs and trips subsidised – to continue.</p> <p><b>Dec 2017:</b> Choir Club – well received and attended. Science Club to start next term. Trips – positive feedback especially Year 6 residential. Cost re lunches plus TAs to run clubs and trips subsidised – to continue.</p>		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations.	Staff will be trained in Penn resilience and will teach children methods to become resilient in lessons. PPG children will be given challenges in which to learn skills to succeed. The Jigsaw programme will focus on motivating and developing confidence, learning about themselves and others.	There have been successes in this aspect in other schools. We have been working with The Priory (link High School) and they delivered sessions to Year 6 groups in 2016. This improved the transition to High School for some and their attitudes towards coping with SATS tests. It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge. We implemented the Jigsaw (PHSCE) Programme in January 2017 and this links well with teaching the skills of resilience and overcoming the feel of failure.	Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Challenging tasks will be given to PPG/FSM children and observations of actions will take place. Staff will report back in Pupil Progress Meetings regarding motivation and confidence.		End of each term: July 2017 December 2017 March 2018
Evaluation / Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned / Cost (and whether you will continue with this approach)		
<p><b>July 2017:</b> Jigsaw – continued focus. Year 6 positive attitude towards SATS and transition to High School, especially key individuals. Resilience Training - no impact – training booked Oct 17.</p> <p><b>Dec 2017:</b> Resilience Training – positive feedback from staff. Now needs to be a key focus to teach children strategies. This needs to be a continued whole school focus for all children – PPG and non-PPG but particular focus re PPG group.</p>			<p><b>July 2017:</b> Transition to High School worked well and transition across the school – steps in place worked well.</p> <p><b>Dec 2017:</b> This area needs to be a continued focus especially with girls. Clear tracking re tests for Year 6 and attitude to challenging tasks across the school to be a focus. SLT to discuss further Resilience Training regarding strategies to teach children / books to purchase for staff to read.</p>		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
SEND children who are also PPG reading, writing and maths improve, with progress greater than non PPG children.	Pupil Progress Meetings to highlight this group half termly. Whole school focus on this group through monitoring. Specialised provision such as Art Therapy, Speech and Language provision, Behaviour Support, extension activities. Inclusion Manager to support the progress and attainment for this group.	Children who are not on track to make enough progress and who are not on track to meet their end of year target will gain support from intervention (Teacher support, TA support, 1:1 / small group teacher support). SEND provision to support their needs to be in place. Inclusion Manager has a clear understanding of the needs of this group and is in a good position to support and ensure that provision is good.	Inclusion Manager to monitor assessment data plus provision of support. Review meetings to evaluate the support to take place where needed. Monitoring by SEND / PPG Governor and review using AptGo tool plus PPG assessment information.	CMP  SEND/PPG Governor	End of each term: July 2017 December 2017 March 2018
<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			<b>Lessons learned / Cost</b> (and whether you will continue with this approach)		
<p><b>July 2017:</b> Across the school this is variable due to the needs of SEND children. In some cases, progress is greater. SEND progress positive as a group. PPG positive as a group. Speech and Language provision showed good results. Inclusion Manager showed good leadership in supporting the provision of this group – Ofsted June 2017.</p> <p><b>Dec 2017:</b> Art Therapy has supported children in relation to their emotional needs. Speech and language positive in Early Years – shown by Wellcomm data. Standards Visit and Analysing School Performance data shows SEND progress and PPG progress positive across both KS 1 and 2. In relation to children who are PPG and SEND, maths showed the gap closing more than reading. Feedback from the Hertfordshire Virtual Schools for Children Looked After- very detailed feedback and response demonstrates good challenge and progress. They also noted excellent examples of reasoning in the Maths books.</p>			<p><b>July 2017:</b> Art Therapy was vital for some children in order to make progress and start to understand their surroundings. Speech and Language Provision to continue as this is a key area and focus on evidencing this support more. Combined outcomes for children needs to be the focus in September.</p> <p><b>Dec 2017:</b> Tracking for teachers and TAs has worked well in order to focus on the combined outcomes. This needs to continue. Art Therapy needs to continue. Inclusion Manager supporting key children with their emotional needs and working with TAs focusing on intervention to continue. Writing was a key area – needs to be a focus to raise the level of attainment and close the gap.</p>		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
<p>Parents support children with their learning at home practising skills, supporting with homework and ensuring they attend clubs and booster sessions, including Morning Maths.</p>	<p>Workshops to help Parents support their children – SATS expectations. Boosters Parents are encouraged to send their children to clubs and Booster classes – phone calls, letters, texts.</p>	<p>If Parent are well informed, they will try to support their children and they will understand the work the school is undertaking. The children who attend Boosters and Clubs report that this helps them with their learning. Boosters are organised during holidays when the children can often forget their learning – especially re maths and spellings, punctuation and grammar. The focus is on recall for these sessions.</p>	<p>Registers of children attending. Pupil voice re sessions.</p>	<p>LJC</p>	<p>End of each term: July 2017 December 2017 March 2018</p>
<p><b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p><b>Lessons learned / Cost</b> (and whether you will continue with this approach)</p>		
<p><b>July 2017:</b> Parents supported children in relation to Booster activities in Year 6. Home learning tasks sent home but staff needed to support within school key PPG children. <b>Dec 2017:</b> Parents attended SATS meetings in September for KS 2. Parents supported home learning for Reception children – attending workshops. Children have attended extra learning sessions; however, some Parents have needed encouragement to send children through Open Evenings and phone calls. Morning Maths / Boosters open for all children, to ensure PPG children are not singled out. Key focus is this group and extra support given where needed.</p>			<p><b>July 2017:</b> Overall, good results in SATS especially in KS 2 maths. Need to focus on reading and writing more. <b>Dec 2017:</b> Children are now attending more booster sessions including holiday boosters. Whole school initiative Reading Around the World introduced to inspire reading – extra books purchased. Next term – need to focus on reading booster sessions to develop language.</p>		

**ii. Targeted support**

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?
<p>Children are able to talk clearly in full sentences, using high level language, in turn improve understanding of language, which will enhance their reading skills re comprehension. PPG children's reading improves in line with non PPG children. . FSM children will make good progress and improve attainment.</p>	<p>Some PPG children will attend Talk of the Town (TOTT), Word Wizard and Wellcomm intervention – using Speech and Language intervention. Some PPG children will be supported by Teachers / TAs to focus on language, phonics, comprehension. Teachers have been employed to support small groups and 1:1 for 5 days, plus a HLTA and 2x TAs pm to support TOTT. 1:1 support in place in Year 5 and 6 focusing on reading and small group Story Detectives for Year 3, 4 and 5. Intervention for Phonics where needed. Books to be purchased for Breakfast Club and lunchtime. Library to be developed further. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level plus newspapers in order to ensure children are reading current information. Reading awards will be in place.</p>	<p>Talk of the Town, Story Detectives and Wellcomm – positive results showing progress for children 2016/17. Children have stated they have an improved understanding of language. They have a better understanding of texts and are able to answer questions with confidence. This improvement will support all other school work. Intervention focusing on a love of reading and books is essential in life to enhance lifelong learning. When children read often in a concentrated session, they gain in confidence – feedback from last year. Time talking about a book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. Word wizard has improved the reading of identified children. Some year group data shows that reading for some boys needs to improve for boys: who do not like reading will be more inspired in class with books more appropriate to their interest</p>	<p>Intervention provision and Pupil Progress Meeting notes will show the children who need support in this area. Monitoring books to ensure more interest to boys – super heroes, action etc. Children who have reading support– progress will be seen at pupil progress meetings. Children will look to read more at 'free time'.</p>	<p>LS CMP SLT re monitoring teaching / intervention</p>	<p>End of each half term though PPM. July 2017 Dec 2017 March 2018</p>

<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			<b>Lessons learned / Cost</b> (and whether you will continue with this approach)		
<p><b>July 2017:</b> Progress in reading for FSM for the majority of pupils is good across the school. Wellcomm and Talk of the Town data shows improvements from baseline assessments. In school data shows a positive outlook between the groups. Phonics results – good. Extra TA in Year 1 – showed impact in results, all children and PPG children. Story Detectives – Evidenced in positive feedback from children – helping within small groups. Breakfast Club developed and focus on learning – positive feedback from staff and children – regarding ready to learn.</p> <p><b>Dec 2017:</b> Analysing School Performance Data and Standards Visit – Nov 2017 show improvements regarding disadvantaged children. KS 1 results in Reading show a positive result between Disadvantaged and National other, higher than national.. KS 2 closing the gap data on attainment was not as positive due to the high number of PPG children who were also SEND. However, KS 2 progress scores were positive, higher than 0. This is due to the high level of teacher input – individualised, tailored to gaps in knowledge. .</p>			<p><b>July 2017:</b> Intervention to continue -Talk of the Town and Wellcomm focusing on language and understanding. Focus on recording intervention consistently throughout the school to ensure clear tracking. Continue focus on reading in particular rewards.</p> <p><b>Dec 2017:</b> Continued focus on KS 2, in particular children who are within SEND / disadvantage group – focus on attainment and achieving the expected standard in reading, as well as progress scores. Focus on attainment in relation to combined. Teacher and small group TA support to continue as this is more individualised. Story Detectives to continue. Reading Around the World – to continue to stimulate challenges.</p>		
<p>Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school.</p>	<p>Visitors / visits booked. Music lessons weekly for identified pupil. Cubs weekly for identified pupils. TAs employed to work additional hours 1x hour after school to provide clubs.</p>	<p>Feedback was very positive 2016/17 for all visits and visitors. Children are inspired by visitors and places they visit. We hope that children develop a love of learning and possible hobbies for life. Feedback shows friendships in Cubs and clubs and observations reflect learning new skills. Attendance is high on special days and visits.</p>	<p>Feedback from staff and pupils regarding experiences. Monitoring will show children can discuss how what they are learning. Pupil Voice – to show that they want to learn move – positive Behaviour for Learning. Feedback from Music staff and Cub Leaders.</p>	<p>LJC CMP</p>	<p>Each event / visit</p> <p>End of each term: July 2017 December 2017 March 2018</p>
<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			<b>Lessons learned / Cost</b> (and whether you will continue with this approach)		
<p><b>July 2017:</b> Attendance in clubs dropped slightly regarding sports clubs. Need to promote attendance of this group.</p> <p><b>Dec 2017:</b> More Clubs showing better attendance, including lunchtime clubs such as Boccia and Choir. Attendance continues to be a key issue for key PPG children – other action in place. Children enjoyed trips, special days – feedback from children. Music lessons – positive feedback from children. Clubs – enjoyed by those children attending. Need to find out what clubs children would like.</p>			<p><b>July 2017:</b> Science Club popular – need to run this club again. Other clubs are needed to enhance experiences, other than sports clubs. Key days have showed good attendance – in particular regarding punctuality. Cost re lunches plus TAs to run clubs and trips subsidised – to continue.</p> <p><b>Dec 2017:</b> Choir Club – well received and attended. Science Club to start next term. Trips – positive feedback especially Year 6 residential. Cost re lunches plus TAs to run clubs and trips subsidised – to continue.</p>		

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?
<p>Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations.</p>	<p>Staff will be trained in Penn resilience and will deliver intervention to key children regarding strategies to become resilient in lessons. PPG children will be given challenges in which to learn skills to succeed. The Jigsaw programme will focus on motivating and developing confidence, learning about themselves and others. These aspects will be discussed in small groups as part of interventions. Assemblies will follow the Jigsaw theme and resilience.</p>	<p>Small group work focusing on this has improved children's confidence, reflected in pupil feedback summer 2016. PPG children will have a successful transition to high school in September 2016 and other year groups will successfully move to the next year group and teacher. Some children have stated that they are concerned about the next academic year. Continuation of tasks is a necessary life skill in order to succeed and reflects our ethos at Oughton. We implemented the Jigsaw (PHSCE) Programme in January 2017 and this links well with teaching the skills of resilience and overcoming the feel of failure.</p>	<p>Training will be evaluated and discussed with staff. Implementation of strategies will be monitored. Challenging tasks will be given to PPG/FSM children and observations of actions will take place. Staff will report back in Pupil Progress Meetings regarding motivation and confidence. Jigsaw Assemblies will display the work completed by classes and individual children.</p>	<p>LS CMP  JL</p>	<p>End of each term: July 2017 December 2017 March 2018</p>
<p><b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>			<p><b>Lessons learned / Cost</b> (and whether you will continue with this approach)</p>		
<p><b>Same as Quality Teaching for all.</b> <b>July 2017:</b> Jigsaw – continued focus. Year 6 positive attitude towards SATS and transition to High School, especially key individuals. Resilience Training - no impact – training booked Oct 17. Positive impact on all children regarding transition. <b>Dec 2017:</b> Resilience Training – evidenced in positive feedback from staff. Now needs to be a key focus to teach children strategies. This needs to be a continued focus.</p>			<p><b>Same as Quality Teaching for all.</b> <b>July 2017:</b> Transition to High School worked well and transition across the school – steps in place worked well. <b>Dec 2017:</b> This area needs to be a continued focus especially with girls. Clear tracking re tests for Year 6 and attitude to challenging tasks across the school to be a focus. SLT to discuss further Resilience Training regarding strategies to teach children / books to purchase for staff to read.</p>		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How we measure impact.	Staff lead	When will you review implementation?
SEND children who are also PPG reading, writing and maths to improve, with progress greater than non PPG children.	Awards given to PPG children to motivated them in their learning such as Reading Awards, 'Going the Extra Mile' and Children's University. Intervention – TAs and Teacher support identifying key areas and providing support. Specialised SEND provision for PPG children to be evident. Art Therapy for identified children to enable them to discuss their feelings in a safe environment and start to feel confident in situations. Speech and language sessions to improve language and communication.	Case studies of key SEND/PPG show positive progress in all areas and behaviour for learning. When children make progress and are working towards their peers, their confidence improves and they feel ready for challenges. Their general behaviour and attitude improves as they feel success and self-esteem improves – this has been seen in school 2016/17.	Pupil Progress Meetings. Assessment data Drop-ins and discussions with children, Parents and staff.	CMP	End of each term: July 2017 December 2017 March 2018
<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			<b>Lessons learned / Cost</b> (and whether you will continue with this approach)		
<p><b>July 2017:</b> Reading Rewards need to change due to time span and to add extra interest. 'Going the Extra Mile' rewards – well received. Children's University – not successful due to University link leaving. Need to look into this in September. Art Therapy – vital for key children especially Children Looked After. Data across the school this is variable due to the needs of SEND children. In some cases, progress is greater. SEND progress positive as a group. PPG positive as a group. Speech and Language provision showed good results from baselines and EYFS outcomes.</p> <p><b>Dec 2017:</b> Art Therapy has supported children in relation to their emotional needs. Speech and language positive in Early Years – shown by Wellcomm data. Standards Visit and Analysing School Performance data shows SEND progress and PPG progress positive across both KS 1 and 2. In relation to children who are PPG and SEND, maths showed the gap closing more than reading. Children's University – in process of starting and to be implemented in spring term. 'Going the Extra Mile' in place for Year 6 – responding well to this. This has been offered to all children due to equality. Reading rewards improved – positive impact on all children. Feedback from the Hertfordshire Virtual Schools for Children Looked After- very detailed feedback and response demonstrates good challenge and progress. They also noted excellent examples of reasoning in the Maths books.</p>			<p><b>July 2017:</b> Art Therapy was vital for some children in order to make progress and start to understand their surroundings. Speech and Language Provision to continue as this is a key area and focus on evidencing this support more. Combined outcomes for children needs to be the focus in September. Children's University – to continue to strive for. Need to train TAs on some interventions such as Word Wizard to spread the success of this programme.</p> <p><b>Dec 2017:</b> Tracking for teachers and TAs has worked well in order to focus on the combined outcomes. This needs to continued. Art Therapy needs to continue. Writing was a key area – needs to be a focus to raise the level of attainment for PPG / SEND group and closing the gap. Children's University to be introduced next term.</p>		

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?
Parents support children with their learning at home practising skills, supporting with homework and ensuring they attend clubs and booster sessions, including Morning Maths.	Teachers / TAs employed to teach Booster sessions – after school, holidays and before school. Breakfast provided to those Year 6 and siblings who attend Morning Maths. Rewards for attending Boosters and extra sessions 'Going the Extra Mile' and equipment for homework.	Some PPG children are displaying anti-social behaviour out of school – so if in school and taking part in sessions, they are out of trouble, with their peers and learning. Breakfast provided gives a good start to the day plus ensures that children are attending school on time. Rewards show the children that it is good to learn and take part in extra activities in their own time.	Register of attendance. Pupil Feedback. Pupil Progress Meeting and mock assessments show improvements.	LJC	End of each term: July 2017 December 2017 March 2018
<b>Evaluation / Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			<b>Lessons learned / Cost</b> (and whether you will continue with this approach)		
<p><b>Similar to Quality Teaching for All</b>  <b>July 2017:</b> Parents supported children in relation to Booster activities in Year 6. Home learning tasks sent home. Anti-social behaviour for a small group of children – significantly reduced and less issues at school. Behaviour – drop in detentions within school due to the high level of effective TA support pastorally and focusing on behaviour and learning within school. Impact on pupils not eligible for PP positive due to improved behaviour.  <b>Dec 2017:</b> Parents attended SATS meetings in September for KS 2. Parents supported home learning for Reception children – attending workshops. Children have attended extra learning sessions; however, some Parents have needed encouragement to send children through Open Evenings and phone calls. Booster sessions offered to all Year 6 children in order to ensure children are not singled out and equality. However, tracking re key children has taken place.</p>			<p><b>Similar to Quality Teaching for All</b>  <b>July 2017:</b> Overall, good results in SATS especially in KS 2 maths. Need to focus on reading and writing more. Behaviour TA / Pastoral support to be a focus next year to ensure that children are not reliant on one member of staff.  <b>Dec 2017:</b> Children are now attending more booster sessions including holiday boosters. Whole school initiative Reading Around the World introduced to inspire reading – extra books purchased. Next term – need to focus on reading booster sessions to develop language.</p>		
<b>6. Review of expenditure to date</b>					
<b>July / September 2017</b>	The budget was reviewed in September 2017 re staffing. Financial plans to continue to be in place re Speech and Language, TA Clubs, extra Teacher support in Year 6, small classes in Year 1, 4 and 5. Extra TA support in Reception.				
<b>December 2017</b>	Approximately £9000- Extra money has been given due to the number of pupils eligible for Pupil Premium, previously based on indicative figures and £3744.60 extra Pupil Premium Income (includes Pupil Premium for Children Look After and Early Years Pupil Premium) . It was decided that due to the fact that the Inclusion Manager is supporting this group a great deal through monitoring, social and emotional support, training TAs, supporting Parents and Child Protection / Safeguarding meetings – extra days work given. Pastoral Team to be extended in January 2017, in order to support key year groups with their social skills as well as their learning. Resilience Training to be explored further which will have an extra financial cost.				

## 7. Additional detail

### School Meals

April 2017 to March 2018 – Free School meals will be paid for FSM pupils. The impact of this is that these children received a school meal which helped their concentration levels and health. This also helped their families financially.

This strategy was put together in April 2017 by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable Groups including PPG / FSM) with involvement from Governor – Mrs Helen Matthews and Ro Freestone (Governor with key responsibility for SEND and vulnerable Groups including PPG / FSM and SEND). This strategy will be reviewed in in July 2017, December 2017 and in detail in March 2018. Each term the impact of the money spent will be reviewed and costs noted.

## Reviews

**Review: July 2017** by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable Groups including PPG / FSM) and Val Chamberlain in September 2017 (PPG / SEND Governor)

**Review: December 2017** by Lisa Clayton (Headteacher) and Caroline Phillipson (Inclusion Manager with key responsibility for SEND and vulnerable Groups including PPG / FSM/CLA) and Val Chamberlain in September 2017 (PPG / SEND Governor)