

Pupil Premium Expenditure Review 2016 - 2017

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Eyres Monsell Primary School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential.

We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding.

There is no expectation that all Pupil Premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances.

Aims 2016 – 2017

In 2016 – 2017, the aims of our pupil premium plan were:

- 1. Raise standards of achievement to narrow attainment and progress standards inline with national peers**
- 2. Provide enrichment opportunities to develop pupils language, higher order thinking and questioning skills**
- 3. Support positive attitudes towards learning, values and behaviour to enable children to productively learn and positively engage in education**
- 4. Raise standards of attendance, (in particular for pupil premium persistent absence pupils)**
- 5. Support the development of pupil premium boys**

Below is a breakdown of the funding. This is split into whole school expenditure, its cost and outcomes and then on a year group basis. This enables to school to assess the specific pupil premium groups targeted by the funding. This monitoring has been used in planning the 2017 – 2018 cycle, by considering value for money and impact.

Pupil premium outcomes 2017

	% achieving expected+ in r/w/m	% achieving greater depth in r/w/m	Ave combined Scaled scores R/M
End of KS2 Pupil Premium	71%	0%	108.6
End of KS2 all pupils	74%	0%	108.2
National all pupils	61%	9%	
End of KS1 pupil premium	44%	6%	
End of KS1 all pupils	41%	3%	
National all pupils	59%	9%	

Whole school Expenditure

Area	Action	cost	Outcome (including RAG rating)	Considerations for 2017-18 expenditure
Raise standards of achievement to narrow attainment and progress standards inline with national peers				
Leadership (of all levels) has clear understanding of gaps to narrow achievement	Governors school improvement training Senior leadership annual school improvement review day Additional leadership release for monitoring and actions	£800 £250 £800	HMI review deemed leadership taking effective action Clear strategic plans in place for improvement Leaders have accurate view of school strengths and weaknesses Pupil premium pupil gaps narrowing by end of KS2 HMI commented on new strategic plan	<i>Ensure all governors upskilled to act effectively</i> <i>Upskill middle leaders</i>
To improve quality first teaching of reading across KS2.	Pay for A Smalberger consultant support to embed KTC into KS2 Purchase suitable reading and guided reading books for KS2 Release for staff to attend training e.g. KTC	£2000	Significantly improved outcomes at end of KS2. Y6 Sats reading attainment up by +63% to 88% expected. Improved 'good' teaching outcomes – 85% of guided reading sessions observed were good and effective across FS to Y6 More suitable guided reading resources available to match to pupil needs	<i>Accelerate improvements within KS2 reading outcomes, which are not as rapid as KS1</i> <i>Ensure new staff are upskilled in KTC</i>
Provide varied experiences to encourage and interest pupils to read a wide variety of texts.	Free range reading materials Bedtime reading session	£300	Pupil interviews and WIT survey shows improved attitudes to reading. Boys reading KS2 shows as less improved attitudes compared to girls	<i>Review organisation of e.g. free read. Consider move to dynamic reading, following CPD in 2017</i>
Raise the quality of teaching and learning in Grammar and Spelling (GPS)	Purchase whole school spelling and grammar teaching scheme for progression. Ensure usage of Rising Stars GPS assessments half termly Staff training of GPS Lit co/ head attend mastery in GPS	£2000	Improved outcomes in % of pupils at ARE for GPS End of Y6 Sats GPS up to 81% (+29%) Improved writing end of Y2 +6% with improved GPS evident	<i>Improve application of GPS knowledge in to writing</i>

Continue to embed Talk 4 Maths programme and Ensure development of 'mastery'	Embed T4M programme next steps focus on Mastery CPD training in mastery and teaching sequence for mastery CPD in reasoning Staff training in CPA (concrete, pictorial, abstract) Curriculum resources to support CPA approach Co-ordinator release time with Lisa Eaton external maths consultant to review teaching sequences and reasoning	£2000	Staff show greater confidence and competence External monitoring showed improved teaching outcomes –increase of: +13% good teaching of maths +8% outstanding teaching Outstanding maths teaching observed Pupils have greater and more regular access to equipment to secure understanding Maths outcomes below that of reading	<i>Secure teacher understanding and quality first teaching of CPA, as whole school approach Further build resources banks Continue work with Lisa Eaton to embed approaches New 2017 – 18 staff require upskilling</i>
Additional opportunities to challenge to more able pupils	Introduce use of pupil passports for more able pupils Programme of enrichment for more able e.g. after school clubs, in class challenge Ensure all year groups regularly using 'spicy challenge' principle More able challenges and opportunities within the curriculum ICT tutor for computing to provide challenging curriculum ICT club	£1000	Computing lead reports greater level of challenge for higher attainers in computing (coding, writing algorithms etc) 11% GDS writing at end of KS2 11% GDs writing at end of KS1 GDS performance not yet secure across the school	<i>Consider ways to further support more able pupils for improved outcomes and in wider range of subjects e.g. music, sport, literacy, maths, science</i>
Develop outdoor Learning environments to provide rich literacy and maths learning spaces at all times of the day	Create learning space in top quad linked to Maths / Science including signage, games, activities Further develop FS outdoors for learning provision	£3000	Enhanced outdoor areas allowing children spaces for reading, writing, vocabulary development etc FS and KS2 reading areas Planning permission has delayed outdoor reading area KS1 playground	<i>Clear outdoor curriculum to provide further life experiences and opportunities Outdoor areas created for greater reading opportunities</i>
Provide enrichment opportunities to develop pupils language, higher order thinking and questioning skills				
Area	Action	cost	outcome	Considerations for 2017-18 expenditure
Embed Values Based Education (VBE) Practices to ensure pupils have secure emotional language and self awareness skills	School values displays Inclusion of Values links to Life skills sessions Theme weeks included Diversity week, Summer 2016 Olympics Behaviour policy provides reflection opportunities	£2000	Children able to recognise and understand their physical reactions. Reduction in behaviour incidents across school as year progressed. Exclusion rates reduced from 13 Autumn, to 6 Spring and 0 Summer term. High level incidents reduced from 41 Autumn Term to 12 by end of Summer Term	<i>Develop opportunities for children to learn self-regulation strategies to further reduce behaviour incidents or de-escalate quicker</i>
To develop children's higher order thinking, questioning, speaking and listening skills	Application to participate as a research school for SAPERE in P4C (Philosophy 4 children) Staff training on mastery and higher order questioning linked to Talk4Maths Outdoor role play for FS to develop creative and imaginative thinking BAD questioning INSET day, for teachers to use differentiated questioning and further develop language, speaking and listening skills in quality first teaching	£2000	HMI commented on astute and sensitive language develop points (June 2017) Lesson observations show improved language and vocabulary extensions Reading area in FS2 and KS2 playgrounds Lesson observations shows differentiated questioning applied SAPERE NFER control school, so not training available this academic year.	<i>Develop TA questioning skills Further development of Maths 'toolkit'</i>

Provide targeted speech and Language intervention across FS and KS1	EAL pupils to have pupil passports with clear next steps for language Acquisition Staff training on NEAP & DFE Language proficiencies programme Level 3 TA supporting Speech and language pupils	See individual year group costings below	EAL outcomes Y1 7.3 pts (5 exs), Y2 7 pts, Y3 6.3 pts, Y4 5 pts, Y6 6.7 pts (EXs y2-6 = 6pts)	<i>Teacher CPD in provision mapping as part of QFT</i> <i>Provide wave 2 speech and language support for SALT & EAL pupil premium pupils</i>
Development of reasoning skills to secure mathematical knowledge	Maths coordinator release with external maths co-ordinator to review mastery and reasoning. New initiative of maths 'toolkit' introduced to support childrens language and reasoning.	£250	New planning format established which makes clearer teaching progression with reasoning and high quality questioning embedded. Maths toolkit embedded which was recognised as a positive initiative by HMI	<i>Consider 'toolkit' application into literacy</i>
Support positive attitudes towards learning, values and behaviour to enable children to productively learn and positively engage in education				
Area	Action	cost	outcome	Considerations for 2017-18 expenditure
Provide exciting curriculum themes which interest and engage pupils imagination	Resources for theme weeks Forest schools training and resources to support character building, OAA and resilience Y3 accessed Roald Dahl Curve Theatre. Supported funding for pupils to attend a performance at Curve of The Twits Christmas Pantomime: opportunities for pupil premium children to visit The Peepul Centre Theatre and watch a performance of a Christmas Pantomime. Y6 visited Leicester University linked to evolution ICT and computing links: digital arts clubs, Lego story clubs	£5000	Pupil interviews report positive attitudes to theme weeks and experiences Writing standards of a good quality when linked to theme weeks Reduction in behaviour incidents during theme weeks 88 pupil premium pupils visited Theatre for Christmas pantomime 16 Y3 pupils visited Curve Theatre to see performance of The Twits 18 children accessed ICT club across academic year	<i>Increase targeted opportunities for more able pupil premium groups during theme weeks</i> <i>2017-18 social mobility opportunities – Higher education links, residential in y2 and 4 considered</i> <i>Increase attendance of ICT and computing linked clubs – consider targeting higher attainers in computing provision</i>
Develop pupil voice and involvement in decision making process	School captains election and process School council budget to decide how to spend Introduce new roles	£250	Pupil head teacher role, EAL translators & digital leaders introduced. Pupil premium % on leadership 2016-17 0% school captains are pupil premium 20% school council are pupil premium 50% digital leaders are pupil premium Sports council has not operated in 2016-17	<i>Increase leadership opportunities and roles open to pupil premium</i> <i>Monitor % of pupil premium accessing leadership roles</i>
Behaviour learning support	Employment of two behaviour learning mentors to provide positive role models to develop positive learning attitudes Children targeted learn to regulate emotions and feelings Support quality first teaching by allowing class teachers to focus on 'teaching' without persistent, mid or high level behaviour	£46,247	Behaviour monitoring shows decline of incidents across year. Reduction in exclusion rates term on term Personalised strategies used with high level pupils: reduction of exclusions and internal inclusions term by term	<i>Earlier identification of pupils vulnerable</i> <i>Reduced overall exclusion rates</i> <i>Reduce exclusion rates for pupil premium through targeted behaviour and attitudes to</i>

			2 high level behaviour pupils achieved EXS end Y6 reading 70% exclusions involve pupil premium children.	<i>learning strategies</i> <i>Review behaviour policy</i>
Build self-esteem, positive learning attitudes and pupil recognition through regular reward systems	Celebrate pupils success in school and life through celebration assemblies, school newsletter etc Annual awards evening celebrate positive behaviour linked to school values	£2000	Positive pupil attitudes reflected in school attitudes surveys. Positive reports from enrichment. Parental attitudes report positive feedback to rewards and recognition	<i>Further work for resilience and mindfulness to support attitudes</i>
Raise standards of attendance, (in particular for pupil premium persistent absence pupils)				
Area	Action	cost	outcome	Considerations for 2017-18 expenditure
Raise attendance of persistent absence pupils	Employment of attendance officer to lead: Early structured conversations to address absence before it moves to persistent. Strong links with EWO to identify early families requiring support PLW salary to form relationships with pupils and families needing support (family advocacy) Late gate to continue PLW / BLM / HT	£22,500	17% of school cohort targeted for Persistent absence including parent link worker, attendance officer and EWO support. PA level – 19 children (11 FS2) persistent absence by end of academic year (approximately 7%) Approximately 200 days learning lost to unauthorised term time holidays. School below national attendance overall, but inline with holidays removed	<i>Targeting of PA pupils at earliest point and regular monitoring</i> <i>Reduce PA absence</i> <i>Reduce term time holidays</i>
Raise positive rewards for pupils attending daily to ensure positive attendance influence. Encouraging short, medium and long term attendance.	Attendance officer to track and identify positive attendees Half termly / termly celebration of good attendees Rewards for attendance short / medium and long term Regular information in newsletters and on website regarding attendance 1st day calling exists as a structure for all pupils. Monitoring of absence and poor attendees. Weekly attendance letters for poor attendance pupils.	£2500	Learning heroes recognised Regular letters and notices to parents have been forwarded. Attendance now part of website for weekly updates. Significant increase in unauthorised holiday requests (26 requests in 2015-2016 to 62 in 2016-2017)	<i>Review attendance rewards to new system to re-energise and reward attendance</i> <i>Clear information about exceptional leave.</i> <i>Holiday absence had significant impact on attendance rates. Approx' 200 learning school days were lost to unauthorised holiday absence.</i>
Support the development of pupil premium boys				
Area	Action	cost	outcome	Considerations for 2017-18 expenditure
Engage boys in curricular learning	Workshops to support theme weeks and engage in particular pupil premium boys with writing - Olympics 2016 - Dinosaurs	£800	Boys engaged in learning during whole school theme weeks (pupil voice) Reduced behavioural issues during whole school or class themed creative weeks.	<i>Planned theme weeks take in to account topics which may interest boys e.g. Science, Sport, physical activity</i>

<p>Provide positive male role models for boys</p>	<p>Commando Joe initiative used to targeted pupils premium boys</p>	<p>£11000</p>	<p>6 FS boys supported with attitudes and engagement 12 Ks1 pupils accessed targeted reading 6 high level behaviour SEMH KS2 boys targeted. Reduction of behaviour incidents during Commando Joe led sessions 9 pupil premium boys attended Commando joe after school club</p>	<p><i>High cost resource with variable impact Staff recruitment 2017 has meant an increase in male staff from 3 to 5. 2 staff members completed Forest School training, so school can lead sessions to targeted boys</i></p>
--	---	---------------	--	--

Year Group Specific Provision for Pupil Premium Children

Year 6

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Lexia reading	7 children targeted to improve reading comprehension who had made below expected progress in Y6 X1 hour, twice a week	£1100	Low ability SEND	4.7 ave points progress (6 expected) compared to 8.6 of pupil premium class peers
Academic coaching Low, SEND and middle ability	Children targeted who were below expected entering Y6 14 children targeted in reading 13 children targeted in maths 12 children targeted in writing 1 hour for 20 weeks	£2800	Low ability Middle ability SEND EAL	100% of children targted achieved expected in reading KS2 SATS 85% of children targeted achieved expected in maths KS2 SATs 100% of children achieved expected in writing at end of KS2 8.6 points progress reading 11.9 points progress writing 8.3 points progress maths
Academic coaching Higher attainers (writing)	3 children targeted who were expected entering Y6 but who had potential for greater depth 1 hour for 20 weeks	£600	Higher attainers	100% of children targeted achieved expected in writing end of KS2 14 points progress in writing of higher attainers
After school maths booster	8 children targeted who were below expected entering Y6 X1 hour for 10 weeks	£100	Middle ability	100% of children targted achieved expected in maths KS2 SAT 8.3 points progress in maths (6.5 pts non pp)
Morning intervention group	5 children targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in reading, writing and maths	£4600 (part-school funded)	SEND Low ability	SEND 9.7 points progress reading SEND 9.7 points progress writing SEND 7.1 points progress maths
Theme week: science	16 pupils - Exposure to additional enrichment and learning opportunities for STEM week including: Funding to visit Big Bang Show	£750	SEND Low attainers Middle attainers	Improved attitude and interest in Science (Science coordinator pupil interviews) 83% pupil premium achieved EXS science at end of KS2 11.7 points progress of PP 13 points progress SEND+PP
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	8 of 27 (27%) regularly completing MyMaths Scores 15%-100%
Home learning club	Support with home learning	£300	All pupils	6 year 6 pupils regularly accessed homework club (22%)
Speech and language	ELKAN trained TA led Speech and language sessions supporting x1 pupils	£456	SEND, lower attainers	14pts progress in reading, 10 pts progress spoken language achieved EXS (previous level 1 at KS1)
Social, emotional, mental and behaviour				
Commando Joe	3 children targeted for commando Joe support – behaviour, resilience	£1736	SEND, lower attainers	Improved behaviour during CJ sessions Improved relationships with peers and adults
Positive people	3 children targeted for support to improve social skills, self-esteem and reduce anxiety X2 hours, three times per week	£2280	SEND, lower attainers	Reduction of exclusions and physical restraint Autumn to Summer term Reduction of SO2s across the year and reduced

				exclusions from 7 Autumn term to 1 summer.
Attendance support	2 children targeted who have persistent absent attendance below 85% to support improving outcomes, as academically off track	£700	Middle ability	1 child achieved combined exs in reading, writing maths end KS2
Behaviour mentor support	2 children targeted with 1:1 behaviour mentor support to improve learning attitudes and reduce high level behaviour	£3020	SEND	Reduction of SO2s across the year and reduced exclusions from 7 Autumn term to 1 summer. Reduction of SO2s from 10 Autumn term to 1 Summer term
Forest Schools	Pupils access character building activities to develop confidence, self-esteem (x2 pupils)	£200	SEND lower, middle	Improvements in behaviour Child with previous exclusions accessing school each day. SEMH incidents reduced (behaviour logs) Achieving Expected at SATS from pupils with high SEMH needs
ThinkSmart	7 pupil targeted on mental health and personal development programme with Coventry University	£120	SEND, Lower, middle	Reduction in behaviour incidents across the year Reduction in – in class behaviour incidents
RELATE counselling	1 child targeted for mental health and well-being support	£221	Middle ability	Improved behaviour outcomes Improved mental health (reported through RELATE report)
Parent Link Worker home support	4 pupils and their families accessed support including home visits, transition and secondary school support etc	£2400	Middle ability Low ability SEND	Children transitioned to new schools.

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Lexia reading	8 children targeted to improve reading comprehension who had made below expected progress in Y6 X1 hour, twice a week	£1100	Low ability SEND	4.8 ave points progress (6 expected) of pupils accessing Lexia (compared to 6.7 all pupils)
Morning intervention group maths	5 children targeted who were working significantly below attainment and progress standards on entry to year 5, in maths	£2300 (part-school funded)	SEND Low ability	60% pupil premium working at expected compared to 34% all pupils 6.2 points progress Smaller main class enabled greater teacher focus
Morning intervention Literacy	5 children targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in reading, writing	£2300	SEND Low ability EAL	Ave points progress: 6.7 points progress in reading by pupil premium pupils (6 expected) 5.5 points progress in writing (6 expected) 5.6 EAL+PP reading progress 4.8 EAL +PP writing progress 5.2 EAL + PP maths 5.8 SEN+PP reading progress 3.6 SEN+PP writing progress 3.2 SEN+PP maths progress
Theme week: science	15 pupils - Exposure to additional enrichment and learning opportunities for STEM week including: Funding to visit Big Bang Show	£750	SEND Low attainers Middle attainers	66% at expected (compared to 56% all pupils) 8.9 points progress in science 11.4 points progress SEND + PP
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	9 of 27 (31%) regularly completing Mymaths homelearning. Scores 15%-100%
Home learning club	Support with home learning	£300	All pupils	5 pupils regularly accessed homework club (15%)
Social, emotional, mental and behaviour				
Commando Joe	4 children targeted for commando Joe support – behaviour, resilience	£1736	SEND, lower attainers	Improved behaviour during CJ sessions Improved relationships
Positive people	4 children targeted for support to improve social skills, self-esteem and reduce anxiety X2 hours, three times per week	£2280	SEND, lower attainers	Improvements in learning attitudes Reduction of behaviour and poor learning incidents: Autumn 13 (report card data), Spring 11, Summer 7 Reduction of unstructured incidents across year from 28 to 12 by end of Summer term
Attendance support	3 children targeted who have persistent absent attendance below 85% to support improving outcomes, as academically off track	£800	Middle ability Lower ability	Improvement in attendance of targeted children, but 2 remained below 90% for year.
Behaviour mentor support	3 children targeted with 1:1 behaviour mentor support to improve learning attitudes and reduce high level behaviour	£2400	SEND	Reduction of behaviour incidents: Autumn 13 (report card data), Spring 11, Summer 7 Reduction of unstructured incidents across year from 28 to 12 by end of Summer term Reductions of exclusions. No exclusions in Summer term in year group
Forest Schools	Pupils access character building activities to develop confidence, self-esteem (x3 pupils)	£300	SEND lower, middle	Pupil voice reported positive outcomes. Children able to work co-operatively with peers
ThinkSmart	7 pupil targeted on mental health and personal development programme	£120	SEND,	Reduction in behaviour incidents across the year

	with Coventry University		Lower, middle	
RELATE counselling	3 children targeted for mental health and well-being support	£663	Middle ability	Improved behaviour outcomes Improved mental health (reported through RELATE report)

Year 4

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Lexia reading	8 children targeted to improve reading comprehension who had made below expected progress in Y3 X1 hour, twice a week	£1100	Low ability SEND	6 children progressed on Lexia reading scale. Average 4pts progress increase in reading. Due to staffing changes, intervention did not continue to its full term (ran 1 and half terms)
Morning intervention group: Maths	6 children targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in maths	£2300 (part-school funded)	SEND Low ability	3.8 pts progress in maths (SEND) 4.7 pts progress (low ability)
Morning intervention group: literacy	7 pupil premium pupils targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in reading, writing	£2300 (part-school funded)	SEND Low ability	3.7 pts progress reading, 3.3 writing (SEND) 4.1 pts progress reading, 3.5 writing (low attainers)
Read, write inc trained TA	1:1 read, write inc 5 children access read, write inc sessions	£250	SEND Low ability	Due to staffing changes, intervention did not continue to its full term (ran 1 and half terms)
Afternoon reading interventions, teacher led	12 pupil premium children targeted for reading comprehension and inference Two groups of 6, x1 hour each per week over 10 weeks	£700	Middle attainers Higher attainers	5.7 pts progress higher attainers in reading
Home learning club	Support with home learning	£300	All pupils	5 year 4 pupils regularly accessed homework club (15%)
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	Only 3 regularly completing Mymaths homework Scores 36% - 100%
Speech and language	ELKAN trained TA led Speech and language sessions supporting x4 pupils	£1818	SEND, low attainers	5pts progress in reading 7.2 pts progress in spoken language Increased spoken participation in learning
Social, emotional, mental and behaviour				
Commando Joe	4 children targeted for commando Joe support – behaviour, resilience	£1736	SEND, lower attainers	Improved behaviour during CJ sessions Improved relationships
Positive people	4 children targeted for support to improve social skills, self-esteem and reduce anxiety X2 hours, three times per week	£2280	SEND, lower attainers	Improved class relationships. Reduced in class behaviour (less slips and reports)
Attendance support	3 children targeted who have persistent absent attendance below 85% to support improving outcomes, as academically off track	£900	Middle ability Low ability	Improvements in attendance across year. 2 children improved above 85% end of year attendance
Behaviour mentor support	3 children targeted with 1:1 behaviour mentor support to improve learning attitudes and reduce high level behaviour	£1400	SEND	Reduction of exclusions and physical restraint across academic year

Forest Schools	Pupils access character building activities to develop confidence, self-esteem (x3 pupils)	£300	SEND lower, middle	Reduction of exclusions and physical restraint across academic year
ThinkSmart	7 pupil targeted on mental health and personal development programme with Coventry University	£120	SEND, Lower, middle	Reduction in behaviour incidents across the year
RELATE counselling	3 children targeted for mental health and well-being support	£663	Middle ability	Improved behaviour outcomes Improved mental health (reported through RELATE report)
Parent Link Worker home support	4 pupils and their families accessed intensive support including home visits etc	£2400	Low ability SEND	Improved attendance noted. Improved parental engagement and contact

Year 3

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Lexia reading	8 children targeted to improve reading comprehension who had made below expected progress in Y6 X1 hour, twice a week	£1100	Low ability SEND	5 pts progress compared to 5.8 peers
Morning intervention group: Maths	6 children targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in maths	£2300 (part-school funded)	SEND Low ability	5.4 points progress 4.3 pts progress (SEND+PP) (all peers 5.8 pts progress)
Morning intervention group: literacy	5 pupil premium pupils targeted who were working pre-key stage or significantly below attainment and progress standards on entry to year 6, in reading, writing	£2300 (part-school funded)	SEND Low ability	5pts progress (SEND+PP) reading 4.3 pts progress (PP+low ability) reading 5.6pts pupil premium writing 4.3 pts SEND+PP writing (all peers 5.8 reading, writing) 70% pupil premium at expected in reading
Read, write inc trained TA	1:1 read, write inc 5 children access read, write inc sessions	£250	SEND Low ability	Due to staffing changes, intervention did not continue to its full term (ran 1 and half terms)
Afternoon reading interventions, teacher led	12 pupil premium children targeted for reading comprehension and inference Two groups of 6, x1 hour each per week over 10 weeks	£700	Middle attainers Higher attainers	70% pupil premium at expected in reading 29% pupil premium working at greater depth in reading
Creative writing	2 pupil premium children targeted for Creative Learning Services creative writing	£250	Higher attainers	100% achieved greater depth
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	Only 4 regularly completing Mymaths homework Scores 66% - 100%
Speech and language	ELKAN trained TA led Speech and language sessions supporting x2 pupils	£912	low attainer, middle attainer, New arrival	5.5pts progress reading 7 pts progress spoken language
Social, emotional, mental and behaviour				
Commando Joe	4 children targeted for commando Joe support – behaviour, resilience	£1736	SEND, lower attainers	Improved behaviour during CJ sessions Improved relationships
Positive people	4 children targeted for support to improve social skills, self-esteem and reduce anxiety X2 hours, three times per week	£2280	SEND, lower attainers	Improved engagement in class. Improved participation in learning. Reduction in behaviour incidents

Attendance support	3 children targeted who have persistent absent attendance below 85% to support improving outcomes, as academically off track	£900	Middle attainers	1 child achieved combined exs in reading, writing maths end KS2 Attendance improved. 100% improved to be above 85% and 1 above 90% from attendances significantly lower.
Behaviour mentor support	2 children targeted with 1:1 behaviour mentor support to improve learning attitudes and reduce high level behaviour	£1400	SEND	Reduction of exclusions and physical restraint Low levels of behaviour incidents, report cards etc
Forest Schools	Pupils access character building activities to develop confidence, self-esteem	£300	SEND lower, middle	Positive pupil voice. Improved engagement in class. Improved participation in learning. Reduction in behaviour incidents
ThinkSmart	7 pupil targeted on mental health and personal development programme with Coventry University	£120	SEND, Lower, middle	Reduction in behaviour incidents across the year
RELATE counselling	3 children targeted for mental health and well-being support	£663	Middle attainers	Improved behaviour outcomes Improved mental health (reported through RELATE report)

Year 2

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Commando Joe reading	6 children receive additional reading support	£1736	Low ability SEND boys	66% of targeted achieved EXS at end of Y2
Additional reading miles	X10 children received additional 1:1 reading support Teaching assistant x4 hours per week	£800	Low ability Middle ability	80% children targeted reached expected standard at end of Y2 80% made good progress over time
Additional guided reading sessions	X 12 children additional guided reading sessions with TA	£1200	Lower ability	Increased rates of progress in reading. +17% increase in number of pupils at expected end of Y2
Additional phonics sessions	X9 children off track with phonics targeted x3 per week from teachers and TA	£1000	Lower ability	6 of those targeted achieved Y2 pass mark at phonics screening.
Better Reading Partner trained TA	X8 children with low reading targeted to accelerate	£1300	Lower attainers, middle attainers below EXS	66% accelerate reading progress
Home learning club	Support with home learning	£200	All pupils	12 year 2 pupils regularly accessed homework club (26%)
Speech and language	ELKAN trained TA led Speech and language sessions supporting x1 pupils	£456	SEND, low attainers	7 pts progress reading 7 pts progress spoken language
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	27 of 46 (58%) Scores between 15% and 100%
Social, emotional, mental and behaviour				

Nurture group morning	5 children (along with Y2) targeted with building positive relationships, self-esteem and confidence	£3000	SEND, low ability	Improved learning within the cohort Reduction of behaviour incidents during nurture sessions Improved Boxhall profiles
Nurture group afternoon	7 children (along with Y2) targeted with building positive relationships, self-esteem and confidence	£5700	Low ability Middle ability	Improved learning within the cohort Reduction of behaviour incidents during nurture sessions Improved Boxhall profiles
1:1 behaviour mentor support	1 child accessing afternoon support for high level social, emotional and behaviour support	£3240	SEND low ability	Reduction of high level incidents. Reduction in So2s Reduction in exclusions
Forest Schools	4 children accessed 10 week Forest School session to support social, emotional and behaviour needs and work co-operatively with other	£1245	SEND low ability	Positive pupil voice. Improved engagement in class. Improved participation in learning. Reduction in behaviour incidents
Parent Link Worker home support	7 pupils and their families accessed intensive support including home visits etc	£4200	Middle ability Low ability SEND	Improved attendance. Improve parental engagement and communication.

Year 1 (15 pupils)

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Commando Joe reading	10 children receive additional reading	£1736	Low ability SEND boys	80% (8 of 10) made expected progress 30% made more than expected progress
Additional reading miles	10 children received additional 1:1 reading support	£800	Low ability	Increased reading opportunities 90% targeted achieved phonics pass mark 7.2pts reading progress
My Maths	Improved numbers of children completing maths homework to aid outcomes	£350	All pupil premium	Only 1 class has been using MyMaths with 9 of 30 children regularly accessing
Home learning club	Support with home learning	£200	All pupils	4 year 1 pupils regularly accessed homework club
Social, emotional, mental and behaviour				
Nurture group morning	3 children (along with Y2) targeted with building positive relationships, self-esteem and confidence	£2400	SEND, low ability	Improved relationships and participation Boxhall profiles show improvement in core social skills aspects
Nurture group afternoon	6 children (along with Y2) targeted with building positive relationships, self-esteem and confidence	£3480	Low ability Middle ability	Improved relationships and participation Boxhall profiles show improvement in core social skills aspects
1:1 behaviour mentor support	1 child accessing afternoon support for high level social, emotional and behaviour support	£3240	SEND low ability	Reduction of high level incidents. Reduction in So2s Reduction in exclusions
Forest Schools	4 children accessed 10 week Forest School session to support social,	£1245	SEND low ability	Positive pupil voice.

	emotional and behaviour needs and work co-operatively with other			Improved engagement in class. Improved participation in learning. Reduction in behaviour incidents
Parent Link Worker home support	6 pupils and their families accessed intensive support including home visits etc	£3600	Middle ability Low ability SEND	83% of pupils attendance improved. 83% reduced lateness

Foundation Stage

Area	Action	cost	Targeted pupil premium group	outcome
Academic				
Commando Joe	8 children receive additional reading	£1736	Low ability SEND	63% achieved EXS in reading 8 pts progress ave for managing feelings and behaviour
Better Reading Partner	8 children received additional 1:1 reading support	£7,332	Low, middle, higher	63% achieved EXS in reading 6 pts progress ave for reading
Speech and language support ELKAN level 3	4 child received speech and language support	£1824	EAL, low attainer	Achieved EXS in reading, speaking, listening and understanding
Social, emotional, mental and behaviour				
Improving social, communication spaces	pupils access to wider areas and opportunities for speaking, listening and communication	£1200	Low ability	87% achieved EXS in speaking 87% achieved EXS in listening 6.5pts progress in reading (ave) 5.5pts progress in understanding (ave) 6.5 pts progress in listening (ave)
Trip subsidies	8 children received subsidies for: Twycross Zoo trip Pantomime trip 360 kids trip	£224	Low, middle ability SEND	Improved access for social mobility Life experiences 100% had not been to the theatre before
Parent Link Worker support	2 pupils intensive support with Parent Link Worker	£1200	Low ability	Attendance remained Persistent absence, but improvement across year and improved awareness for school readiness moving to Y1

Summary of costings

Total overall exceeds pupil premium allocation due to staffing and provision costed across whole school, but itemised within specific year group.

The breakdown below shows the main areas of expenditure pupil premium was allocated to.

Area of need	literacy	numeracy	Social, emotional, behavioural and mental health	Attendance and parental engagement	Social mobility, enrichment, the curriculum and life - long experiences
Approximate expenditure	£36,558	£18,130	£71, 412	£28,000	£37,507

Specific year group costings – whole school support such as behaviour mentor, attendance officer, parent link worker and Commando Joe is listed, but is not calculated in costs as costings are in full under whole school. However, specific costings are listed to show impact where specific and intensive support was provided with targeted pupil premium children / families.

Whole School Funding Expenditure	£104,247		
Specific Year group targeting	£87,760	% spent on direct academic support	% spent social, emotional, mental health and well being
Year 6	£13,877	80%	20%
Year 5	£10,463	68%	32%
Year 4	£12,481	62%	38%
Year 3	£11,525	71%	29%
Year 2	£15,687	37%	63%
Year 1	£10,211	31%	69%
Foundation Stage	£13, 516	81%	19%

Commentary of provision impact 2016 - 2017

Initiatives such as staff training and development in KTC, talk4writing and CPA have proved effective in raising attainment at the end of KS1 and KS2. KS2 attainment is in line with national outcomes, with reading a particular strength and improvement (89% EXS end of KS2) and KS1 has narrowed the gap, particularly in reading with a 17% uplift.

Targeted academic support in key year groups such as FS2 (BRP), Y2 interventions and Y6 interventions, have shown positive attainment results. End of KS2 results have significantly improved to be inline with national (and exceeding in reading). Foundation Stage and end of Key Stage 1 results are narrowing. These show the intervention measures put in place, whilst high cost are also having high impact in end of Key Stage attainment.

Literacy saw greater enhanced funding through pupil premium than maths (+49%). This did show impact through the significant improvements, especially in reading by the end of Y2 (+17%) and Y6 (+64%). This does correlate with children's greater ability in maths than reading and writing, from entry to the school. However, uplifts in mathematical achievement were much less (+3% end of KS1 and +42% end of Y6). This raises considerations of the need for greater numeracy investment in line with literacy investment to accelerate achievement in maths.

High cost support from behaviour, social, emotional and mental health is a key aspect of pupil premium funding (approximately 37% of funding). This reflects the growing needs of pupils entering and moving through school, and their readiness to learn. Attitudes to learn, conduct behaviours and learning behaviours have to be supported before children are ready and able to learn successfully.

Behaviour, particularly high level behaviour linked to pupil premium children, has reduced across the academic year, through targeted measures and approaches. Exclusions reduced to 0 during the Summer Term as a result of well-planned and timed interventions. Work on positive mental health, growth mindset etc have been a particular positive impact. Behaviour across the school is now regularly observed as good during learning walks and observations, with children showing positive attitudes to learning.

Pupil premium pupils have had the opportunity to access and experience high quality and aspirational trips including Curve Theatre, The University of Leicester and the Big Bang Science Show in Birmingham. Pupil voice shows pupils respond positively to these experiences and show increased engagement and interest immediately prior and following these enrichment opportunities and these experiences would not have been accessible to pupils readily without funding. 97% of those attending the Curve theatre trip had not been to a theatre, except the pantomime with school, 100% of pupils had not experienced events at a University outside of the school links.

Commando Joe, whilst showing some positive outcomes in Y1 readers, has shown less impact this year. As a high cost initiative (£11000 per academic year), the school took the opportunity to utilise pupil premium funding to develop internal capacity. This has led to the recruitment of additional male members of staff (additional behaviour learning mentor and SEND TA) and two members of staff have attended Forest School training. This has now meant that the school can lead many of the functions it gained from Commando Joe and will not be continuing with the Commando Joe provision, thus providing a better value for money for impact.

Attendance has been significantly affected by term time holidays. All of these have not met the criteria for exceptional leave. There has been a 230% increase in term time request leave. This has meant a loss of learning to pupils of nearly 300 days over the academic year. The school has met parents and regularly sent updates about the importance of school attendance. Persistent absence and lateness has remained in line with previous historical data. Lateness is now less than 3 children per week, on average late on two or more occasions per week. This shows the school's investment in lateness is being effective.

Development for 2017 - 2018

- Maintain high impact – high results intervention such as Better Reading Partners (FS2 and add to Y1), Y2 and 6 additional intervention morning groups (maths and literacy), academic coaching and after school support. In 2017 – 2018, we will ensure intervention is in place from Foundation 2, to narrow gaps at an early entry, for sustained improvement, whilst providing targeted intervention to accelerate learning within Y4 – 6.
- Continue developing enrichment trips, including inspirational and aspirational opportunities to support social mobility. Re-instate residentials in 2017 – 2018 for Year 4 and Year 6 with financial support available. Investigate opportunities for a one night year 2 residential to support personal and social development and access new opportunities. Continue building on links with Universities and higher educational institutions.
- Greater investment in higher attaining pupil premium to raise % of pupils achieving Greater depth.
- Targeted SEMH, behaviour and pupil premium boys through school lead work on resilience project, Forest Schools and outdoor curriculum agenda.
- Review comparative spending between literacy and numeracy. Greater investment in mathematics, especially mental arithmetic and CPA to support greater achievement in maths and narrow gap between maths and reading attainment.

- Analyse expenditure of academic vs social, emotional and mental health, to assess on going and sustainable impact of interventions to ensure pupils are ready to learn and have positive learning attitudes.