



1. Summary information							
<b>School</b>	Montpelier Primary School						
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	FSM/ Ever 6	Service Families	Pupil Premium Plus	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	668	<b>Number of pupils eligible for PP</b>	93	42	9	<b>Date for next internal review of this strategy</b>	September 2018
<b>Total number of pupils eligible for PP in EYFS 2017</b>			7	3		<b>Total Pupil Premium Budget</b>	£154 051

2. Achievement Profile 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP 2016 national average</i>
Year 1 - Phonics Screening Check:	75% ( 6/8)	83%
Year 2 – Phonics Re-check:	92% ( 11/12)	93%
Key Stage 1: Attainment		
% achieving 'expected' in reading	67% (8/12)	78 %
% achieving 'expected' in writing	42% ( 5/12)	70%
% achieving 'expected' in maths	58% ( 7/12)	77%
% achieving 'expected' in reading, writing and maths	33% ( 4/12)	-
% achieving 'greater depth' in reading	0% (0/12)	27%
% achieving 'greater depth' in writing	0% ( 0/12)	16%
% achieving 'greater depth' in maths	0% (0/12)	20%

% achieving 'greater depth' in reading, writing and maths	0% (0/12)	-
<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	53%( 8/15)	71%
% achieving 'expected' in writing	60% ( 8/15)	79%
% achieving 'expected' in maths	60% ( 9/15)	75%
% achieving in reading, writing and maths	33%(5/15)	60%
% achieving in SPAG	73%(11/15)	78%
% achieving 'greater depth' in reading	13%(2/15)	23%
% achieving 'greater depth' in writing	0%(0/15)	18%
% achieving 'greater depth' in maths	7%(1/15)	20%
% achieving 'greater depth' in reading, writing and maths	0%(0/15)	7%
% achieving 'greater depth' in SPAG	14% (2/15)	27%
<b>Key Stage 2: Progress</b>		National average Progress Scores 2016 Of Pupil Premium Pupils
% making progress in reading	47% (7/15)	-3.87
% making progress in writing	80%(12/15)	-2.47
% making progress in maths	47% (7/15)	-5.00

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|--|
| <b>A.</b> | Oral language skills in EYFS and KS1 are a barrier for children in EYFS and Y1   |
| <b>B.</b> | Attainment is below national benchmarks at the end of KS1 for some pupil premium pupils in reading, writing and mathematics                              |
| <b>C.</b> | Attainment is below national benchmarks in reading, writing and mathematics at Key Stage 2 and progress measures also are not at national measures       |
| <b>D.</b> | Emotional issues for a proportion of pupil premium pupils are having detrimental impact on their academic progress in all cohorts particularly in Year 5 |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| <b>D.</b> | Some pupil premium families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school |
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible to PP in Foundation and Y 1	Pupils eligible for PP in Foundation and Year 1 make rapid progress by the end of the year so that meet the early learning goals in line with national trends
<b>B.</b>	Raise reading and writing attainment by pupils eligible for PP at the end of KS1	The gap in meeting ARE is narrowed. The majority of pupils achieve their phonic screening
<b>C.</b>	Raise attainment by pupils eligible for PP firstly in reading and mathematics and writing. Achieve higher rates of progress across KS2 for pupils eligible for PP who are not at ARE	Raise attainment and narrow the gap in the % of pupils achieving ARE compared to Non PP  Pupils eligible for PP who are below ARE make as much progress or more than other pupils identified
<b>D.</b>	Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised	Fewer crisis fuelled incidents recorded for those pupils on the school system with the gap in ARE closing
<b>E.</b>	Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised	Improved attendance and better engagement with schools which leads to better outcomes for pupils

## 5. Planned expenditure

Academic year

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? Evidence taken from the Educational Endowment Fund toolkit	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Improve oral language skills for pupils eligible to PP in Foundation</b>	<i>Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.</i>	<p>There has previously been a two year trend showing that the gap between FSM and all children in Foundation is not in line with national trends. In 2015-6, 70% of all children achieved a GLD compared to 14% of the children receiving FSM. Last year, GLD for pupil premium pupils improved significantly. These outcomes need to be sustained</p> <p><i>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</i></p>	GLD outcomes for Pupil Premium Pupils will be in line with national expectations and the performance of all other groups	FS, and Teaching and Learning Leads	Termly through Pupil Profiling Interviews Cost £ 1000
<b>Raise reading and writing attainment by pupils eligible for PP at the end of KS1 and KS2 through quality first teaching</b>	<i>Ensure that Pupil Premium Pupils receive quality first teaching and detailed feedback in every lesson</i>	<p>By prioritizing pupil premium pupils during lessons through detailed questioning, teacher support and feedback, gaps in learning should be prevented</p> <p><i>Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups.</i></p>	<p>Lesson Observations indicate that Pupil Premium pupils are the first point of contact for teachers</p> <p>Book scrutinies indicate that Pupil Premium pupils have detailed and clear feedback</p>	Senior Leadership Team Unit Leads	On- going through lesson observations and book scrutiny Cost £1000

	<p><i>Through careful monitoring ensure that the teaching of reading skills continues to be embedded</i></p>	<p>Although the in school gap between non –pupil premium and pupil premium pupils in reading has begun to narrow, there still remains a significant difference between the attainment of non-pupil premium pupils compared to pupil premium at national benchmarking points</p> <p>We want to ensure there is a consistent approach to guided reading to ensure children are inspired to love read and national benchmarks are met for all groups of pupils</p> <p><i>On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p>	<p>Guided Reading consistencies are evidenced as being adhered to.</p> <p>A programme of shared practice is established and can be evidenced.</p>	<p>English Lead and Shadow Leads</p>	<p>Termly by subject leader release Cost £1000</p>
	<p><i>Ensure AET mathematics is effectively taught throughout the school and the short-term ‘mastery passport’ assessment is utilised.</i></p>	<p>AET is a mastery programme of mathematics which is in its second year of implementation. Through consolidating this approach, pupil premium pupils will be able to manage and challenge their learning independently.</p> <p><i>Mastery learning breaks subject matter and learning content into units with clearly specified objective, which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps effective for low achieving. Evidence suggests that such approaches are effective, leading to an additional five months’ progress</i></p>	<p>AET maths is consolidated in all classrooms and the mastery passport is administered.</p>	<p>Mathematics Lead and Shadow Leads</p>	<p>Termly review by subject leader Cost £ 1000</p>
	<p><i>Introduction of a visible learning</i></p>	<p>Through the introduction of Visible Learning , pupils will develop a language of learning, set goals, build resilience, know how to challenge themselves and build a love of learning</p> <p><i>Meta Cognition and self-regulation approaches ( learning to learn approaches ) aims to help learners think. Research indicates an eight month gain.</i></p>	<p>Lesson observation and pupil interviews demonstrate a language of learning is consistently used across the school</p>	<p>Senior Leadership Team</p>	<p>Termly review by Senior Leadership Team</p>
	<p><i>Introduction of same day interventions – led by the teacher</i></p>	<p>The introduction of same day intervention can provide the necessary support to secure learning before the next lesson.</p> <p><i>Intensive tuition in small groups led by a teacher is often provided to support those pupils falling behind. Small group tuition has an average impact of five additional months progress</i></p>	<p>The majority of pupil premium pupils make better than expected progress and gaps in learning are narrowed</p>	<p>Senior Leadership Team</p>	<p>Termly review by Senior Leadership Team</p>

<p><b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through targeted interventions in and outside the classroom</b></p>	<p><i>Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school.</i></p>	<p>Overall, the evidence from the Educational Endowment Fund indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>Provision mapping and pupil progress meetings have been instrument this year to ensure children make good progress and barriers to learning are quickly identified</p>	<p>The majority of Pupil premium children make better than expected progress</p>	<p>Unit Leaders  Assistant Headteacher</p>	<p>Termly review by Senior Leadership Team Cost £ 19,712</p>
	<p>Additional teaching assistants to support a variety of interventions including;</p> <ul style="list-style-type: none"> <li>• Twice daily phonics lessons in Y1</li> <li>• additional phonics support and daily reading in year 2,</li> <li>• Year 3,4,5,6 individual precision teaching.</li> </ul> <p>Additional booster support for Year 6 in the key skills for reading, grammar. Punctuation and spelling and mathematics</p>	<p>Previous daily interventions in phonics and reading at both Key Stages have been effective in narrowing the attainment gap in reading. These interventions will continue this year.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p><i>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for by withdrawing the pupil for extra teaching. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p>	<p>Ensure that the % of pupil premium children in Year 1 who achieve the phonic standard is in line with national expectation</p> <p>Ensure that pupil premium children in Year 2 achieve in line with national expectation in reading</p> <p>Pupil premium children in Year 3, 4 and 5 make similar or better progress than non-pupil premium children.</p> <p>The gap between PP and NPP at the end of KS2 is narrowed</p>	<p>Y1 and Y2 unit leads  Y 3,4 and 5 unit leads  Year 6 unit lead</p>	<p>Termly review by Unit Leaders Cost £ 57,765</p>
	<p>Introduction of individualised personalised plans for pupil premium pupils</p>	<p>By identifying specific next steps for each pupil premium child, teaching can be tailored to their individual need and educational gaps filled</p> <p><i>Individualising instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners are different and have different needs, and that therefore a personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective.</i></p>	<p>The majority of pupil premium pupils make better than expected progress and gaps in learning are narrowed</p>	<p>Unit Leaders</p>	<p>Ongoing review by unit leaders</p>

<b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through providing a number of enrichment activities which support the</b>	All pupils have access to educational visits which provide memorable and enjoyable experience which enrich the curriculum. This includes outdoor/ residential education trips in Year 6.	<p>Previous educational visits have enriched pupil's learning through curriculum based visited which puts learning into context. No child should miss out on an educational experience due to financial concerns. These trips develop resilience, self-esteem and social skills</p> <p><i>Research indicates that Outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress</i></p>	Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress.	Unit Leaders	Reviewed July 2018 by unit leaders Cost £894
	To promote wider learning opportunities and experiences through financial support of PP children to receive music tuition	<p>No child should miss out learning to play a musical instrument due to financial concerns.</p> <p><i>There is some evidence to suggest that overall, the impact of arts participation on academic learning improved outcomes have been identified in English, mathematics and science learning.</i></p>	Opportunities to be involved, increase confidence and therefore learn more effectively. Therefore making suitable progress.	Music co-ordinator	Reviewed July 2018 by music leader Cost £ 667
<b>Total budgeted cost</b>					<b>£83,038</b>
<b>ii. Targeted support</b>					
<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?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2</b>	The retention of an additional teacher in Year 6 to support pupils including those eligible for pupil premium and enhance the transition of pupil premium pupils into secondary school	<p>By reducing the size of a class the teacher can reduce the number of pupils in a class.</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.</i></p>	Pupil premium children make better than expected progress in Year 6. The gap in attainment at the end of KS2 is narrowed so pupils achieve in line with national expectations	Y6 leaders	Termly by Year 6 unit leader and Senior Leadership Team Cost £26,268
<b>Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised</b>	HMS Heroes to support the emotional and social welfare of service families. This is a club for Service families. The group meets after school activities and crafts.	<p>Through a variety of clubs and one to one support the emotional and social well-being of pupils can be improved</p> <p><i>Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.</i></p>	Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning	Inclusion team	Review July 2018 by Senior Leadership Team Cost £500
	Appointment of an additional TA to support pupils with emotional and social barriers in Year 5	<i>Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average</i>	Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning The gap is narrowed in Year 5 for pupil premium pupils	Year 5 unit leader	Reviewed termly by Year 5 unit leaders Cost £ 14,953

	Pupil premium children received support from our Learning Mentor, SENCO, School Counsellor and access to external agencies.	The SENCO supported teachers with specific individual education plans and made referrals to other outside agencies, including the School Counsellor. Our learning mentor has supported some pupil premium pupils	Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning.	Learning mentor and SENCO	Termly by Senior Leaders Cost £11,438
<b>Total budgeted cost</b>					<b>£53,159</b>
<b>iii. Other approaches</b>					
<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?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Some PP families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school</b>	Mini-bus provision ensures targeted Pupil Premium individuals arrive at school for Breakfast Club and receive learning support.	A small group of pupils with poor attendance are collected from their home to school.	Improved attendance and lateness will lead to better progress and attainment. Pupils are expected to achieve	Assistant Headteacher	Termly review July 2018 Cost £ 11,668
	By using our Parent Engagement Officer to support Pupil Premium families who would benefit from additional support and nurture	The active engagement of parents in supporting their children's learning at school is critical to children's progress. Having high inspirational support is also important for children to thrive  <i>Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</i>	Increased support from parents will lead to improvements in progress	Assistant Headteacher	July 2018 Cost £ 6186
<b>Total budgeted cost</b>					<b>£17,854</b>

## 6. Review of expenditure 2016 -17

### Previous Academic Year

#### i. Quality of teaching for all

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												
<b>Improve oral language skills for pupils eligible to PP in Foundation</b>	<i>Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.</i>	66% of Pupil premium pupils achieved a Good Level of Development. This is a 53 % increase in pupil premium pupils achieving a GLD.	Using personalised plans for each child has ensured a more successful approach to closing the gap for pupil premium pupils. Personalised intervention plans will now to be used throughout the school	Nil cost												
<b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2 through quality first teaching</b>	<i>Provide Guided Reading INSET and establish internal consistencies across school. Ensure these are adhered to. Monitor and evaluate termly impact</i>	<p>New Guided Reading consistencies established throughout school. Reading attainment has improved for pupil premium pupils with the gap narrowing in all year groups except year 2.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Yr 1</th> <th>Yr3</th> <th>Yr 4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>% gap narrowed</td> <td>38%</td> <td>9%</td> <td>18%</td> <td>19%</td> <td>16%</td> </tr> </tbody> </table>	Year Group	Yr 1	Yr3	Yr 4	Yr5	Yr6	% gap narrowed	38%	9%	18%	19%	16%	Good improvements have been made to narrow the gap between non-pupil premium and pupil premium pupils. Continuing monitoring will improve the teaching of reading skills throughout the school.	£960
Year Group	Yr 1	Yr3	Yr 4	Yr5	Yr6											
% gap narrowed	38%	9%	18%	19%	16%											
	<i>Ensure pupils are appropriately prepared to take PIRA/PUMA tests and these are administered throughout school and subsequently analysed</i>	Test scores indicate that 63 % of pupil premium pupils in Year 1,3,4 and 5 showed an improvement in reading standardised scores since autumn and 79% of pupil premium pupils showed an improvement in standardised scores in mathematics	Closing the gap analysis is helping pupil premium pupils improve their outcomes in standardised testing. Gap analysis will continue to be used to target set for pupil premium pupil	£1800												
	<i>Ensure AET mathematics is effectively taught throughout the school and the short-term 'mastery passport' assessment is utilised.</i>	AET maths Comparative gap closed in attainment for Yr 1 by 39% and Yr 5 by 8% pupil premium pupils compared to non – pupil premium pupils	Pupil Premium pupils need to be a key focus of 'Same Day' Intervention sessions  Pupil premium booster groups need to increase their focus on smaller groups with daily mathematics recap	Subject leader release												
	<i>Ensure that Pupil Premium Pupils receive quality first teaching and detailed feedback in every lesson being the prime focus in lessons</i>	Lesson Observations indicate that pupil premium pupils are the first point of contact for teachers  Book scrutinizes indicate that pupil premium pupils have detailed and clear feedback	Strategy to continue with further development of personalised learning steps	Senior leadership monitoring												

<p><b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through targeted interventions in and outside the classroom</b></p>	<p><i>Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school.</i></p> <p><i>Monitor the success of after school booster groups through robust pupil progress meetings that focus on pp progress</i></p>	<p>The gap has narrowed in reading in all year groups apart from Yr 2</p> <p>The gap in writing has narrowed in Yr 1, ,4,and 6</p> <p>The gap has narrowed in mathematics in Yr 1 and Yr 4</p>	<p>Booster groups to continue with a sharper focus on individual target setting and regular 'little and often' mathematics interventions</p>	<p>£2367</p>
	<p><i>Additional teaching assistants to support a variety of interventions including;</i></p> <ul style="list-style-type: none"> <li>• <i>Twice daily phonics lessons in Y1</i></li> <li>• <i>additional reading and phonics support in year 2,</i></li> <li>• <i>Year 3,4,5,6 Read Write Inc interventions and individual precision teaching.</i></li> <li>• <i>Additional booster support for year 6 in the key skills for reading, grammar. Punctuation and spelling and mathematics</i></li> </ul>	<p>Phonic intervention has ensured that in Year 1 75% of pupil premium children achieved the phonic screening 6%</p> <p>Year 2 92 % ( 11/12) of pupil premium children met the phonic screening. The child who did not achieve the screening has complex Special Needs and is currently accessing the Foundation curriculum</p> <p>61% of pupil premium children achieved the national standard at the end of Yr 2</p> <p>The gap between PP and NPP at the end of KS2 has narrowed in reading by 16% ,by 6% in writing and has remained the same in mathematics since leaving Yr 5</p>	<p>Evidence indicates that the twice daily phonic sessions in Year 1 and the additional reading and phonics support in Year 2 have been successful and will continue next year.</p> <p>Phonics small group work is effective in raising standards in</p> <p>Reading interventions in Year 2 for pupil premium will continue however, groups will be smaller and</p> <p>Booster groups for Yr 6 will continue with a clearer focus on mathematics support</p>	<p>£8210</p>
<p><b>Outcome B + C</b></p> <p><b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2</b></p>	<p><i>The appointment of intervention teachers to support pupils including those eligible for pupil premium Year 2 and Year 6 and enhance the transition of pupil premium pupils into</i></p>	<p>The gap between PP and NPP achieving the expected standard at the end of Year 6 from the end of Year 5 has narrowed in reading by 16% by by 6% in writing and has remained the same in mathematics</p> <p>61% of pupils achieved the expected standard in reading at Yr 2, 38% in writing and 42% in mathematics</p>	<p>The pupil premium pupils in Year 6 will continue to have support from an intervention teacher as pupil premium pupils benefit from more individualised teaching</p> <p>Other support strategies will be considered to support pupil premium in Year 2</p>	<p>£ 49,988</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through providing a number of enrichment activities which support the</b></p>	<p><i>All pupils have access to educational visits which provide memorable and enjoyable experience which enrich the curriculum. This includes outdoor/ residential education trips in Year 6.</i></p>	<p>Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress.</p>	<p>This approach will continue due to enrichment opportunities provided for pupil premium children. A variety of rich opportunities widen children's knowledge and understanding of the wider world</p>	<p>£2654</p>

	<i>To promote wider learning opportunities and experiences through financial support of PP children to receive music tuition</i>	All pupils receiving pupil premium funding achieved the expected standard for their age in reading and mathematics. 67% achieved the expected standard for their age in writing	This approach will continue due to enrichment opportunities provided for pupil premium children.	£4700
<b>Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised Fewer crisis fuelled incidents recorded for those pupils on the school system with the gap in ARE closing</b>	<i>Pupil premium children received support from our Learning Mentor, SENCO, School Counsellor and access to external agencies.</i>	Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning.  There have been Academic Progress of Pupil Premium Children with SEN. There has been a 30% gain in reading of children making expected and better than expected progress and 8% gain in mathematics	We will continue to improve our emotional support for pupil premium pupils	£33,966
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Some pupil premium families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school</b>	<i>Mini-bus provision ensures targeted PP individuals arrive at school for Breakfast Club and receive learning support.</i>	Attendance and lateness of pupil premium pupils who are transported to school by mini- bus has improved significantly.	Improved attendance ensures that pupil are able to access the curriculum. We note that pupils who come to school on the school minibus feel more confident in their approach to learning. This intervention will continue	£ 450
	Appoint a Parent Engagement Officer to support PP families who would benefit from additional support and nurture	A Parent Engagement Officer was appointed in March 2017. Good relationships and support programmes have been developed with a number of families	During the autumn term, we will continue to provide further support for identified pupil premium families.	£15,098

## 7. Additional detail

**\*Reminder: Have you been explicit about how EY Pupil Premium funding is used for disadvantaged pupils in EY**