

<b>1. Summary information for 2017-2018</b>						
Total number of pupils	20	Number of pupils eligible for pupil premium funding	11 (55% of total on roll) FSM & Ever 6= 11 Service children=0 Pupil Premium Plus (PPP) =0			
Number of pupil premium children in each year group: This information is protected due to small cohorts						
Total pupil premium budget:	£11,860	Amount per pupil: Reception class to Year 6 =£1,320 Early Years(Nursery)= £300 Armed forces =£300 PPP=£1,900 (From April 2018 will be £2,300)				
Date of external pupil premium review:	Dates of internal half termly reviews: 15/1/2018, 18/4/2018 and 10/7/2018 <b>Green</b> = School above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = Below					
<b>2. Key indicators summer 2017: Early Years and Phonics</b>			PPF = Pupil premium funding			
		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 3 in cohort 1 PP 2 non-PP		0%	0%	-	73%	<b>-73%</b>
% achieving expected standard in the 2017 Year 1 Phonics Check 5 in cohort 2 PP 3 non-PP		80%	100%	<b>+20%</b>	84%	<b>+16%</b>
<u>End of Key Stage 1 (Year 2) attainment figures and attendance data</u>		4 in cohort 1 PP 3 non-PP				
% reaching expected standard in reading		2 of 3 (67%)	1100%	<b>+33%</b>	79%	<b>+21%</b>
% reaching a high score/working at greater depth in reading		1 of 3 (33%)	100%	<b>+77%</b>	28%	<b>+72%</b>
% reaching expected standard in writing		1 of 3 (33%)	100%	<b>+77%</b>	72%	<b>+23%</b>
% reaching a high score/working at greater depth in writing		0 of 3 (0%)	0%	-	18%	<b>-18%</b>
% reaching expected standard in maths		1 of 3 (33%) 0 of 3 (0%)	100%	<b>+77%</b>	79%	<b>+21%</b>
% reaching a high score/working at greater depth in maths			0%	-	23%	<b>-23%</b>

<u>End of Key Stage 2 (Year 6) 2017 attainment figures and progress Key Stage 1 to Key Stage 2 and attendance data</u>				Attainment gap when	
3 in cohort 1 PP 2 non-PP NAO=2017 national averages for pupils not eligible for PP.	Not PP	PP	Within school gap	NAO	compared to NAO
% reaching expected standard in reading	0%	100%	+100%	77%	+33%
% reaching a high score/working at greater depth in reading	0%	0%	-	29%	-29%
Progress scores	-11.16	+2.05	+13.21	+0.3	+1.72
% reaching expected standard in writing	0%	0%	-	81%	-81%
% reaching a high score/working at greater depth in writing	0%	0%	-	21%	-21%
Progress scores	-5.62	-9.95	-4.33	+0.2	-10.12
% reaching expected standard in grammar, punctuation & spelling	0%	0%	-	82%	-82%
% reaching a high score/working at greater depth in grammar, punctuation and spelling	0%	0%	-	36%	-36%
% reaching expected standard in maths	0%	100%	+100%	80%	+20%
% reaching a high score/working at greater depth in maths	0%	0%	-	27%	-27%
Progress scores	-6.80	-1.38		+0.3	-1.66
% reaching expected standard in science	0%	0%	-	86%	-86%
Attendance % <b>Please note PP attendance figures have not been published for 2016/17, so FSM figures have been inserted.</b>		93.4%		96.3% (FSM)	-3.2%
Persistently absent % (Pupils with an attendance rate of 90% or below)		1 pupil		6.2% (FMS)	

### 3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018

A.	A high number of pupil premium children also have special educational needs.
B.	Poor attendance of some disadvantaged children due to unauthorised absence such as family holidays taken in term time.
C.	Next steps marking is developing well, but is not yet impacting strongly on the progress of all pupil premium children.
D.	Pupils are not resilient, independent learners and this affects their progress.
E.	The need to further increase stretch/challenge in lessons.

### 4. Outcomes and success criteria for summer 2018

A.	<b>Early Years:</b> there is one pupil premium child in this cohort of 2 children. We will aspire to ensure she makes more than expected progress to increase her chance of achieving a Good Level of Development (GLD).
B.	<b>Year 1 phonics screening:</b> there are 2 pupil premium children in this cohort of 2 children. We will strive to ensure they make good progress and pass the phonics check.
C.	<b>Progress:</b> All pupil premium children to make at least expected progress in the core subjects.
D.	<b>End of KS1 (Year 2):</b> the pupil premium girl is expected to exceed the expected standard in Reading and reach the expected standard in Writing, Maths and combined RWM. The pupil premium boy is expected to reach the expected standard in the core subjects. <b>There are no children in Year 6, so an end of KS2 target has not been identified.</b>
E.	<b>To significantly improve the attainment and progress of the most able in reading so they all achieve a high score and exceed age related expectations (GDS).</b> There are 5 most able children, including 3 pupil premium children.

## 5. Planned expenditure 2017-2018

i. Strengthen teaching and learning		Total cost = Actions financed by main school budget			
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this	How will you ensure it is	Staff lead	Impact so far
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ol style="list-style-type: none"> <li>1. CPD on what good/outstanding lesson planning looks like. Head teacher to QA lesson planning to make sure tasks are matched to ability and are challenging.</li> <li>2. CPD for teaching assistants on how to assess.</li> <li>3. Develop teaching assistant intervention files and ensure records of interventions are consistent.</li> <li>4. Lesson observations to specifically focus on stretch/challenge to ensure they are age/ability appropriate.</li> </ol>	Ofsted stated that teachers' and teaching assistants' expectations of their pupils in terms of academic progress and behaviour were not high enough, especially for the most able.	<ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies</li> <li>• Learning walks</li> <li>• Improve teaching assistant intervention folders and QA these to ensure tasks stretch and</li> </ul>	HT & maths leader	<p>Teacher expectations are rising, but are not yet of a consistent high standard in all subjects throughout the year.</p> <p>Further rise in teacher expectations during the spring term.</p>
2) All teachers and TA's have a performance management target linked to pupil outcomes.	<ol style="list-style-type: none"> <li>1. Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and November for TA's.</li> <li>2. Review performance management targets and make further improvements for September, linking them more closely to pupil premium</li> </ol>	Some pupil premium outcomes were too low in 2017.	HT and performance management governors to QA.	HT & governors	Performance management targets are in place. Interim reviews scheduled for February 2018.
3) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	<ol style="list-style-type: none"> <li>1. Embed our marking policy and ensure EBI is explained in clear next steps. Pupils now have weekly targets; when they are demonstrating them well they get new targets.</li> <li>2. Continue to work on establishing consistency in marking/feedback across the school.</li> <li>3. Develop pupils' self-reflection skills.</li> <li>4. Pupil survey on marking and feedback.</li> </ol>	Ofsted stated that pupils lack clear guidance, inspiration and challenge from their teachers to do their very best.	Book scrutinies by SLT and Staff	All teachers HT to QA	Assessment and marking improved and pupils are responding to teacher feedback by improving their work. Marking is of a more consistent high standard and is helping to secure rapid progress for some, but not all pupils.

<p>4) To ensure behaviour standards improve and pupils' attitudes to all aspects of their learning are consistently positive and have a good impact on the progress they make.</p>	<ol style="list-style-type: none"> <li>1. Zero tolerance for bad behaviour in the classrooms and at unstructured times. Pupil expectations on what good behaviour looks like emphasised in assemblies, PSHE and lessons. Introduced "Perseverance, Resilience, Independence, Truth and Tolerance.</li> <li>2. All staff to continue to expect and consistently establish high behaviour standards.</li> </ol>	<p>Ofsted stated that the behaviour of pupils requires improvement.</p>	<p>Continue to log incidents of poor behaviour to determine if the number of incidents is declining. Model standards expected and continue with the "Linton pounds"</p>	<p>All staff</p>	<p>Behaviour in lessons is good for the majority of learners. Currently there are 4 children with behaviour issues associated with their special educational needs or psychological problems. One of the 3 has an EHCP plan. Pupils behaviour on school visits is outstanding.</p>
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**ii) Targeted support for pupil premium children to enable them all to achieve well. Total cost = £10,000**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p>EARLY YEARS Pupil premium girl to make good progress and achieve GLD.</p>	<ol style="list-style-type: none"> <li>1. Continue with Read Write Inc programme and resources.</li> <li>2. Literacy TA to deliver phonics intervention twice a week to boost reading and writing skills.</li> </ol> <p><u>Terms 2 &amp; 3</u></p> <ol style="list-style-type: none"> <li>3. <b>Increase writing opportunities and continue with personalised interventions.</b></li> </ol>	<p>No PP children achieved GDL in 2017.</p>	<p>HT will QA EYFS teaching and learning and support the part time teacher.</p>	<p>HT</p>	<p>The PP girl made good progress from very low starting points (in 22-36 band). By December she was secure in 30-50 band; she left the school in February 2018. In February another child qualified for PP funding; she has made more than expected progress from very low starting points and is close to achieving the early years goals for reading.</p>
<p>PHONICS Pupil premium children to pass the phonics test in 2018.  One Year 2 pupil (not PP) to pass the Year 2 Phonics Re-check.</p>	<ol style="list-style-type: none"> <li>1. Intensive daily phonics support for this group from the class 1 teacher and TA.</li> <li>2. Literacy TA delivers literacy intervention every afternoon to PP children in Year 1 and Reception.</li> <li>3. Read Write Inc resources purchased.</li> <li>4. Fine tune support by considering what the barriers to learning are for these children. Involve parents in helping learn tricky words.</li> </ol> <p><u>Terms 2 &amp; 3</u></p> <ol style="list-style-type: none"> <li>5. <b>Investigate the cost of new reading diaries with additional phonics information for pupils and parents.</b></li> <li>6. <b>Intensive phonics interventions continue.</b></li> </ol>	<p>Variable phonics results.</p>	<p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	<p>Class 1 teacher &amp; literacy TA</p>	<p>The pupil premium girl was on target to pass the phonics test when she left the school.  The boy who only qualified for PP funding in February 2018 expected to pass the phonics test and the other boy is not yet on target to pass.</p>

<p>MATHS <u>Progress</u> All PP children to make expected progress or better. <u>Attainment</u> End of KS1 pupil premium girl and boy to achieve the expected standard.</p>	<ol style="list-style-type: none"> <li>1. White Rose maths scheme and associated resources introduced.</li> <li>2. Introduced maths progress ladders for each skill set.</li> <li>3. Maths minion homework buddy and journal introduced to help children learn effectively at home.</li> <li>4. Maths adviser delivers bespoke INSET for teachers every half term eg mixed age planning in term 1.</li> <li>5. Visits to other schools for staff to observe outstanding maths teaching and learning.</li> <li>6. Staff booked on INSET courses to improve subject knowledge.</li> </ol> <p><u>Terms 2 &amp; 3</u></p> <ol style="list-style-type: none"> <li>7. <b>Maths workshop for parents in February and re-launch of weekly homework to emphasise the importance of completing homework to a good standard every week.</b></li> <li>8. <b>Personalised support/SAT's coaching to continue eg the PP boy has daily interventions and the Year 2 girl who has been absent for 4+ weeks will receive intensive support to get her back on track.</b></li> </ol>	<p>Ofsted stated that the “younger pupils did not have a secure knowledge of their number bonds and older pupils do not have immediate recall of their multiplication tables.”</p> <p>GD = Greater depth</p> <p>ARE= Age related standard</p>	<p>Further training for teachers and TA's— in-house and via Maths Hub.</p> <p>Challenging performance management targets, learning walks and workbook scrutinies.</p>	<p>HT &amp; Maths Leader</p>	<p><u>Dec 2017: 8 PP children in Years 1 – 5</u> 1 on track to achieve GD 6 on track to achieve expected standard 1 working towards expected standard.</p> <p><u>April 2018:7 non-PP &amp; 10 PP in Years 1-5</u></p> <table border="1" data-bbox="1693 379 2157 512"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>On track to achieve GD</td> <td>1</td> <td>2</td> </tr> <tr> <td>On track to achieve ARE</td> <td>7</td> <td>1</td> </tr> <tr> <td>Working towards ARE</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p><u>April 2018 predictions for end of KS1</u> Both of the PP children in Year 2 are on track to achieve age related standard this summer.</p>		PP	Non-PP	On track to achieve GD	1	2	On track to achieve ARE	7	1	Working towards ARE	2	4
	PP	Non-PP															
On track to achieve GD	1	2															
On track to achieve ARE	7	1															
Working towards ARE	2	4															

<p>WRITING <u>Progress</u> All PP children to make expected progress or better. <u>Attainment</u> End of KS1 pupil premium girl and boy to achieve the expected standard.</p>	<ol style="list-style-type: none"> <li>1. Handwriting programme quality assured by the HT to ensure a consistent high-quality approach. Non- negotiables and prompt cards introduced to help improve writing and presentation standards.</li> <li>2. Increase extended writing opportunities in English and other subjects, so that extended writing is an integral part of the new curriculum.</li> <li>3. Special writing pencils purchased for targeted pupils.</li> <li>4. Greater emphasis on all pupils writing well in all exercise books, not just in their writing book.</li> <li>5. PP children invited to attend the “Weekly ladies writing club” organised by the literacy TA to boost writing skills</li> </ol> <p><u>Terms 2 &amp; 3</u></p> <ol style="list-style-type: none"> <li>6. <b>Increase opportunities for extended writing related to real life purposes.</b></li> <li>7. <b>Greater emphasis on pupils using blue “polishing pens” to improve their work after teacher feedback.</b></li> <li>8. <b>English adviser to QA writing standards and provide INSET for staff to help them raise writing standards.</b></li> <li>9. <b>After the SAT’s there will be a writing focus to help drive up standards.</b></li> </ol>	<p>Ofsted stated “in handwriting staff do not ensure that upper and lower case letters are formed correctly, are of the right size and are joined in accordance with the school’s scheme.”</p>	<p>Lesson observations Book scrutinies</p>	<p>HT</p>	<p><u>Dec 2017: 8 PP children in Years 1 – 5</u> 1 on track to achieve GD 5 on track to achieve expected standard 2 working towards expected standard.</p> <p><u>April 2018:7 non-PP &amp; 10 PP in Years 1-5</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>On track to achieve GD</td> <td>0</td> <td>1</td> </tr> <tr> <td>On track to achieve ARE</td> <td>6</td> <td>3</td> </tr> <tr> <td>Working towards ARE</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p><u>April predictions for end of KS1</u> One of the Year 2 PP children is on track to achieve the age related standard this summer and the other child is not yet secure.</p>		PP	Non-PP	On track to achieve GD	0	1	On track to achieve ARE	6	3	Working towards ARE	4	3
	PP	Non-PP															
On track to achieve GD	0	1															
On track to achieve ARE	6	3															
Working towards ARE	4	3															

<p>READING <u>Progress</u> All PP children to make expected progress or better. <u>Attainment</u> End of KS1 pupil premium boy to achieve the expected standard and the girl to achieve GDS.</p>	<ol style="list-style-type: none"> <li>1. Purchased additional age/ability appropriate reading books they can take home.</li> <li>2. Literacy TA has produced personalised home learning packs and organised workshops for parents on how to help their children use the packs successfully at home.</li> <li>3. Continue to discuss reading habits and provide 1 to 1 reading support for pupil premium children who do not read frequently at home.</li> <li>4. Older children encouraged and rewarded for helping their siblings to improve their reading skills.</li> <li>5. Purchase Fresh Start RWI resources for KS2 children still struggling with phonics.</li> <li>6. Continue to re-fresh the reading areas in each classroom to make them more attractive and encourage pupils to contribute to recommended reading lists and do book reviews.</li> <li>7. Whole school to visit/experience Seven Stories exhibition/workshops and Live Tales Theatre at the Quayside to enhance reading frequency and skills.</li> </ol> <p><b>8. <u>Terms 2 &amp; 3 Personalised interventions to continue.</u></b> <b>9. <u>Investigate the cost of new reading diaries with additional phonics information for pupils and parents.</u></b></p>	<p>Rates of progress are improving and we are keen for further raise reading standards.</p>	<p>HT to monitor impact by conducting attitudes to reading survey.</p> <p>HT to closely monitor reading progress and SIP to hear pupils read.</p>	<p>HT</p>	<p><u>December 2017: 8 PP children in Years 1 – 5</u> 3 on track to achieve GD 4 on track to achieve expected standard 1 working towards expected standard. <u>April 2018:7 non-PP &amp; 10 PP in Years 1-5</u></p> <table border="1" data-bbox="1693 379 2161 512"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>On track to achieve GD</td> <td>2</td> <td>2</td> </tr> <tr> <td>On track to achieve ARE</td> <td>4</td> <td>2</td> </tr> <tr> <td>Working towards ARE</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p><u>End of KS1</u> Both of the Year 2 PP boys are on track to achieve age related standard this summer.</p>		PP	Non-PP	On track to achieve GD	2	2	On track to achieve ARE	4	2	Working towards ARE	4	3
	PP	Non-PP															
On track to achieve GD	2	2															
On track to achieve ARE	4	2															
Working towards ARE	4	3															
<p>MOST ABLE To significantly improve the attainment and progress of the most able in <b>reading</b> so they all achieve a high score and exceed age related expectations (GDS).</p>	<ol style="list-style-type: none"> <li>1. Personalised support for the 3 PP children targeted to achieve GD eg focused comprehension work for the Year 2 pupil.</li> </ol>	<p>As above.</p>	<p>As above.</p>	<p>HT</p>	<p>The 3 PP children targeted to achieve GD in reading are on track to achieve their reading target.</p> <p>The 2 non-PP children are both on track to achieve GD in maths and reading and one is on track to achieve GD in writing.</p>												



iii Other approaches to raise the attainment and progress of pupil premium children.					Total cost = £1,880
Desired outcomes & success criteria	Actions	What is the evidence and	How will you ensure it is	Staff lead	Impact so far
Reduce absence rates to help improve progress and attainment.	<ol style="list-style-type: none"> <li>Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.</li> <li>100% certificates and 5 Linton pounds for pupils who achieve a 100% attendance record, awarded at the end of each half term.</li> <li>Superb weekly attendance rates celebrated in assemblies.</li> <li>Improved attendance rewards (certificate &amp; 2 Linton pounds) for pupils who manage to improve attendance by 5%. To be awarded every half term.</li> <li>Personalised attendance letters sent to every parent/carer, with an information leaflet explaining the importance of good attendance and emphasising that parents can be fined for unauthorised family holidays.</li> <li>The new EWO has issued a formal warning to one family and has started to tackle in term holidays.</li> </ol>	Current absence rates of pupil premium children are too high this year; over 3% above national others in April 2017.	<ul style="list-style-type: none"> <li>* Close monitoring of attendance and absences.</li> <li>* Will require medical evidence for pupils at risk of becoming PA.</li> </ul>	HT	<p><u>5/9/2017 to 12/1/2018</u>  PP attendance rate = 93%  Non-PP attendance rate= 94.7%  PP persistent absence = 2 pupils  Non-PP persistent absence = 2 pupils</p> <p><u>5/9/2017 to 20/4/2018</u>  PP attendance rate =91.7%  Non-PP attendance rate=95.6%  PP persistent absence = 5 PP pupils with an attendance rate below 90%  Non-PP persistent absence rate = 1 non-PP pupil with an attendance rate below 90%</p> <p>End of term Easter Assembly well attended by parents—good attendance rewarded and celebrated.</p>
Parents better able to support learning at home.	<ol style="list-style-type: none"> <li>October hold meeting with PP parents (“Coffee, Cake &amp; Catch-up”) to look at ways we can help them to support their children’s learning at home.</li> <li>Maths workshops (February) to show parents how to improve maths skills at home and launch the “quality maths homework challenge”. Personal invitations for hard to reach parents.</li> </ol> <p><u>Term 2</u></p> <ol style="list-style-type: none"> <li>Literacy workshops scheduled for March to show parents how to support literacy home learning well.</li> </ol>	Increased parental support will lead to increased progress and attainment	Frequency that parents hear their children read evidenced in homework diaries. Keep records of the number of parents attending parents’ evenings.	HT and class teachers	<p>“Coffee Cake and Catch-up” meeting well attended ie 13 of the 15 sets of parents/carer attended.</p> <p>Literacy workshop only attended by 3 parents; 1 was a PP parent. Literacy TA continues to work with PP children and their families, but engagement is poor.</p>

<p>Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities. Also ensure no child is sitting hungry in lessons.</p>	<ol style="list-style-type: none"> <li>1. Pay for/or subsidise children to attend field trips and theatre trips to inspire and enhance communications, writing and progress. Also fund weekly music tuition to play the tenor horn etc.</li> <li>2. Subsidise KS2 residential to Robin Wood- an outdoor activities centre. (Parents have raised over £632 to further subsidise the residential).</li> <li>3. Fund excursions to develop personal skills and social relations for Year 6 pupils with children from other primary schools.</li> <li>4. Funding Fruit for Schools scheme in KS2 to provide daily piece of fruit.</li> </ol> <p><a href="#">Term 2</a>  <b>5. Investigate the benefits of introducing a “Curriculum Passport of Experiences”.</b></p>	<p>Paying for these things might be a barrier to them accessing them</p>	<p>Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.</p>	<p>HT</p>	<p>Financial barriers removed.</p> <p>PP pupils have benefitted from several fantastic enrichment visits eg Roughting Linn (Pre - historic site), Robin Wood residential etc.</p>
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6. Review of expenditure for previous academic year (2016-2017)		Total budget = £11,880		
Desired outcomes	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether)	Cost
<p><b>TEACHING &amp; LEARNING</b></p> <p>Ensure teachers/TA's have high expectations about the progress and attainment of PP children.</p> <p>Improve the quality of marking so it impacts strongly on PP outcomes.</p>	<ol style="list-style-type: none"> <li>1. CPD on what good/outstanding lesson planning looks like. CPD for teaching assistants on how to assess. Head Teacher to QA lesson planning. Lesson observations focus on stretch /challenge to ensure they are age appropriate.</li> <li>2. Performance management targets linked to pupil outcomes.</li> <li>3. New marking policy introduced. Establish consistency in marking and feedback across the school.</li> <li>4. Weekly targets for pupils.</li> </ol>	<p><u>March 17</u> Ofsted stated that teachers now have access to more robust assessments and are better equipped to plan work at the right level to ensure that pupils make better progress.</p> <p>Expectations have improved but are not yet high enough. Greater differentiation, more pace, stretch and challenge needed in lessons.</p> <p>Book scrutinies show that assessment and marking have improved since September 2016, but next steps are not always clearly explained by teachers, so pupils sometimes do not know how to improve their work. Teacher feedback also needs to provide more stretch/challenge.</p>	<p>Strategies worked well and will be continued.</p>	<p><b>£500</b></p>

<p><b>PHONICS</b> All PP (2) children to pass the Year 1 phonics check.</p>	<ol style="list-style-type: none"> <li>Intensive daily phonics.</li> <li>Involve parents in helping their children learn tricky words.</li> <li>Intensive phonics for the 2 Gypsy Roma children who missed 4 weeks schooling and returned the day before the phonics test.</li> </ol>	<p>All Year 1 pupils, including the 2 PP children passed the phonics test.</p>	<p>Strategies will continue in 2017/18</p>	<p><b>£100</b></p>
<p><b>READING</b>  End of KS1 pupil premium girl to achieve expected standard.  End of KS2 the pupil premium boy to achieve expected standard</p>	<ol style="list-style-type: none"> <li>Read Write Inc books purchased in September 2016 and March 2017, so all children have age/ability appropriate reading books they can take home.</li> <li>Literacy TA has produced personalised home learning packs and organised workshops for parents on how to help their children use the packs successfully at home.</li> <li>Discuss with PP children reading habits and support for reading at home.</li> <li>Provide 1 to 1 reading support for pupil premium children who do not read frequently at home.</li> </ol>	<p>In the end of Key Stage tests both pupils made good progress in reading; the Year 2 girl achieved at greater depth and the Year 6 boy reached the expected standard.</p>		<p><b>£4,000</b></p>
<p><b>WRITING</b> End of KS1 pupil premium girl to achieve expected standard.  End of KS2 the pupil premium boy to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>Read Write Inc training for all teachers and teaching assistants 8/16.</li> <li>Reviewed handwriting standards and introduced a new handwriting programme.</li> <li>Increase extended writing opportunities in English and other subjects, so that extended writing is an integral part of the new curriculum.</li> <li>School to trial special writing pencils.</li> <li>Greater emphasis on all pupils writing well in all exercise books, not just in their writing books</li> </ol>	<p>In the end of Key Stage teacher assessment the Year 2 girl reached the expected standard and the Year 6 boy did not.</p> <p>Improving writing and literacy skills will be a key priority this year.</p>	<p>More needs to be done to help or PP children make rapid progress in writing.</p>	<p><b>£1,900</b></p>
<p><b>MATHS</b> End of KS1 pupil premium girl to achieve expected standard.  End of KS2 the pupil premium boy to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>Continue to use on-line maths scheme (Abacus) and associated resources. Also introduce maths progress ladders for each skill set.</li> <li>Maths minion homework buddy and journal introduced to help children learn effectively at home.</li> <li>NCETM subject knowledge audit to be done online by all teachers and teaching assistants and gaps in knowledge identified. 5/6/17.</li> <li>Staff booked on INSET courses to improve subject knowledge.</li> </ol>	<p>In the end of Key Stage tests both the Year 2 girl and the Year 6 boy reached the expected standard.</p> <p>Improving basic maths skills will be a key priority this year.</p>	<p>More needs to be done to help or PP children make rapid progress in maths.</p>	<p><b>£3,000</b></p>
<p><b>OTHER</b> Contribution towards instrumental music lessons, educational visits, residential trips, creative art</p>	<ol style="list-style-type: none"> <li>Financial barriers to enrichment activities removed.</li> <li>Funded Fruit for Schools scheme in KS2, providing a daily piece of fruit.</li> <li>Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM.</li> </ol>	<p>Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited.</p>	<p>Continue to find ways of ensuring enrichment activities impact more strongly on</p>	<p><b>£2,380</b></p>

<p>days etc.</p> <p>Reduce absence rates to help improve progress and attainment.</p>	<ol style="list-style-type: none"> <li>4. 100% certificates and 5 Linton pounds for pupils who achieve a 100% attendance record, awarded at the end of each half term. Superb weekly attendance rates celebrated in assemblies. Improved attendance rewards (certificate &amp; 2 Linton pounds) for pupils who manage to improve attendance by 5%. To be awarded every half term.</li> <li>5. Personalised attendance letters sent to every parent/carer, with an information leaflet explaining the importance of good attendance and emphasising that parents can be fined for unauthorised family holidays.</li> </ol>		<p>reading, writing and maths pupil premium outcomes.</p>
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<p><b>7. Additional detail</b></p>
<p>For <b>additional</b> information and evidence relating to this plan please see SIP reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.</p>