

## Tutshill Pupil Premium Strategy 2017-2018

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best places to assess what additional provision should be made for the pupils within their responsibility.

At Tutshill C of E Primary all pupils are supported, regardless of race, gender, ability or personal or home circumstance. We believe that Quality First Teaching, QFT, for all pupils, is essential for sufficient progress to be made by all. Teaching is monitored closely by the Headteacher and subject leaders provide support to their colleagues. High quality teaching is supplemented by timely interventions, used to support and challenge vulnerable learners, as and when required. These interventions are planned and delivered by teachers and HLTA's. The Headteacher, Deputy Headteacher and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

As of September 2017 there are 210 children on roll.

11% of the school population are in receipt of pupil premium funding which equates to 24 children.

	FSM	Ever 6	PP+	LAC
2016/17	3	7	10	2
2017/18	3	6	11	4

### Context

We believe strongly that all children deserve the best possible education. As a school we have high expectations of all of the children. Our children come from increasingly wide and varied backgrounds. Many children live within the local area in and around the villages of Tutshill, Sedbury, Beachley, Tidenham. The school is now receiving and accepting admissions from further afield in Chepstow, including Kingsmark, Garden City, Thornwell and Bulwark. The pupils have a range of need in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the Pupil Premium grant to ensure teaching is excellent and that additional support and interventions are of a high quality and have high impact.

We aim for our children to leave Tutshill C of E Primary School with the knowledge, understanding, attitudes, skills and motivations which will help them to develop a love of learning and allow them to tackle whatever challenges their future holds.

Through creativity, curiosity and imagination we aim to develop confident and ambitious learners who demonstrate: perseverance through resilience; courage through risk taking; responsibility through reflection, evaluation and resourcefulness and respect through cooperation.

Our Pupil Premium Strategy is reviewed at Governor meetings throughout the year and is reviewed by the senior leadership team and at Pupil Progress meetings and staff meetings with all members of staff.

### Whole school Successful School Initiatives/Improvements.

We believe that quality teaching is beneficial to all children whether in receipt of Pupil Premium funding or not. Children from disadvantaged homes may not have access to the extra-curricular opportunities that those from wealthier families do. We strive to eliminate inequalities and have a 'can do' approach towards all we do with our children and families. We believe that allowing children to begin new learning topics from a shared perspective is important and a leveller. Wider learning opportunities to be celebrated by Tutshill School are:-

- Increase use of the pupil voice through our monitoring of the curriculum, School Council
- Nurture provision from qualified teachers
- A well developed, curriculum with high levels of enrichment learning opportunities
- Excellent standards of teaching in English, Mathematics and across the wider curriculum
- Excellent teaching of phonics in EYFS and KS1
- Effective use of tutoring and coaching
- High number of experiential learning opportunities providing real contexts for learning
- Forest schools and outdoor learning
- Talk for writing to stimulate high quality writing outcomes
- Power of Reading, providing rich reading experiences

## Objectives of Pupil Premium Spending.

### **High Quality First Teaching**

We focus a high percentage of our spending on ensuring that teaching across the school is of a high quality. Subject Leaders have access to high quality training to ensure that good practice can be disseminated, that teachers across the school can be kept up to date with new initiatives and are equipped with the skills to teach high quality lessons. Teachers adapt lessons effectively to meet the needs of all children, personalising their teaching to ensure that all children make good progress. We understand the importance of high quality feedback and marking, which is essential for children to make excellent progress. All children in receipt of Pupil Premium funding, receive a weekly 1-1 feedback and coaching session from their class teacher, in addition to class based daily feedback, to target their individual need and set targets for next steps in their learning. The children also work with their teacher to set individual, challenging personal targets, which develop a sense of responsibility for learning and a sense of achievement when they are achieved. Teaching Assistants are well trained and deployed strategically to ensure maximum impact. Encouraging children to take responsibility for their learning and set their own targets sits firmly within our school's vision and ethos.

### **Interventions**

Children in receipt of Pupil Premium funding have their individual needs assessed on a regular ongoing basis. They may have some of their specific needs addressed through a targeted intervention group. This is in addition to quality first teaching and does not replace whole class lessons. We offer a small number of high quality interventions, delivered by Higher Level Teaching Assistant's HLTA's and well trained Teaching Assistant's, TA's. The impact of this work is monitored regularly. Interventions include: phonics support, writing composition support, maths, calculating strategies, reading eggs, reading comprehension, social skills groups, physical development groups to name a few.

### **Emotional and Social Wellbeing**

We believe that the wellbeing of all members of our school community is at the heart of our school ethos and our emphasis on high quality physical, social and health education, PSHE, permeates all aspects of school life. Our school values influence the way in which staff, children and families communicate and interact. In addition, we provide specific support for children with specific emotional, social or behavioural issues. These interventions include nurture provision from trained staff, lunchtime drop in café, access to therapy and support from outside agencies, where appropriate.

### **Curriculum and Enrichment**

Our curriculum provides experiential learning opportunities for termly topics. Visitors are invited into school and trips are arranged to areas of interest. This ensures that whatever a child's life experiences have been, there will be a shared context for learning in class. In addition, we arrange whole school enrichment weeks which allow children to develop learning over a longer periods of time. Children in receipt of Free School Meals, FSM, have the opportunity to take up learning a musical instrument to enrich their learning and also have the costs of trips, after school clubs and holiday clubs met by the school. This ensures that they have the opportunity to enrich and extend their learning.

### **Family and Community**

Tutshill C of E School strongly believes that working together with parents, carers and the wider community is vital. The school works with parents and members of the local community providing additional support and signposting external agency support, where necessary. Parents are invited to engage with their children's learning through the day to day communication with the teachers, participation in parent workshops, volunteering, and supporting with whole school events. Parents of pupils in receipt of Pupil Premium funding have the opportunity to meet with a member of the senior leadership team, three times a year to discuss their child's progress, strengths and areas for development. This is followed up by parental consultations with the class teacher. The school takes an active approach with supporting the needs of families.

### **Use of Research and Evidence**

The school uses both school based, county and national evidence to inform the work we do. The approaches we use are regularly evaluated to ensure high impact upon learning and development and value for money. The work we complete with all children is monitored and evaluated closely and only approaches and interventions which have shown impact are used. Key sources of research used by the school include: Sutton Trust and the Education and Endowment Fund toolkit.

Research presented by the Education Endowment Fund, EEF, shows that interventions from Teaching Assistants shows a positive benefit of between three and five additional months' progress when well-planned and focused support is provided. Research also shows that interventions from highly qualified teachers and higher level teaching, HLTA's, has a slightly higher impact. Therefore, our intervention groups, run in the afternoon, are planned and delivered by HLTA's in liaison with the class teacher, who identifies needs and sets tightly focused entry and exit criteria.

Tutshill School has developed a thorough programme of feedback and coaching from classroom teachers. Research, EEF, shows that high quality feedback has a high impact, due to interventions being closely matched to individual needs.

Tutshill School place a very high importance on improving behaviour and behaviours for learning. As a result, a nurturing curriculum with a focus on mindfulness, growth mind-set and wellbeing has been adopted for all children. In addition, many Pupil Premium children have access to a 'nurture' curriculum. Evidence suggests that behaviour interventions can produce large improvements in academic performance.

Research, EEF, suggests that on average children who participate in oral language interventions make approximately five months' additional progress across the course of a year. As a result, Tutshill School has employed a speech and language champion who works closely with the local authority speech therapists.

Characteristics of Pupil Premium Children at Tutshill C of E Primary September 2017-18 %/number of children				
Year Group	PP	Boy/Girl	% of PP who are SEN	% of PP who are PP+
Year R	7 % ( 2)	2/0	50%	100%
Year 1	14% (4)	1/3	25%	75%
Year 2	3% (1)	0/1	0%	0%
Year 3	7% (2)	1/1	50%	100%
Year 4	20% (6)	5/1	33%	50%
Year 5	10% (2)	1/2	33%	67%
Year 6	19% (6)	4/2	83%	50%
All	11% (24)	14/10	46% (11)	63%

## Barriers to future attainment and progress

### In school barriers to learning.

**Emotional needs including attachment issues.** Many of our children in receipt of Pupil Premium funding have complex needs arising from emotional and attachment related difficulties. At school these behaviours are shown through a lack of independence, a reluctance to work without constant reassurance and a fear of failure if attempting a task. This has a significant negative impact on learning.

**Social and Communication skills.** Many of our pupils in receipt of Pupil Premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with adults and peers. In school, we see children unable to partake in productive and reciprocated play and are unable to take part in class discussion.

**Physical and Health needs.** A number of children in receipt of Pupil Premium funding have difficulties with gross and fine motor control, including Hypermobility. In school we see this as a reluctance to join in physical lessons, and inability to write at speed and occasionally very tired in school due to poor diet and eating habits.

**Behavioural and Learning behaviour issues.** A number of children in receipt of Pupil Premium funding find concentrating, paying attention and getting on with others, both in structured and less structured times, challenging. Where children find this difficult the child become frustrated and can cause a disruption in class or outside at break times.

**Specific Learning needs.** Many of the children in receipt of Pupil Premium funding are making good personal progress but are not working at the are related expectations due to specific learning needs. These learning needs are related to reading, writing, maths, concentration and attention deficits.

**External barriers to learning**

**Low Income.** Children in receipt of Pupil Premium funding are sometimes unable to afford/access the additional enriching opportunities offered by the school or other agencies.

**Access to outside agency support:** Tutshill school is on the edge of the Forest of Dean and borders Monmouthshire in Wales. Coordination with external agencies across counties and countries is necessary to ensure quick intervention which leads to impact on pupil learning, e.g. school nurse, doctor and speech and language therapy. Many children in receipt of Pupil Premium funding are unable to access the external support which is located a distance from Tutshill and not on public transport routes.

**Attitude to attendance:** a number of children in receipt of Pupil Premium funding may find difficulty in attending school due to transport, child care arrangements and parental attitude and circumstance.

The Pupil Premium Actions are divided into four main headings.

- a) Achievement.
- b) Teaching
- c) Social, emotional and personal wellbeing.
- d) Leadership and management
- e) Behaviour and attendance

	Objectives	Lead person	Actions –these are funded by Pupil Premium	Monitored by and when	Evaluated by and when	Expected impact
Achievement	To further diminish the difference in attainment and progress between disadvantaged pupils and no disadvantaged pupils nationally	NF HW (SENCO)	<ul style="list-style-type: none"> <li>• Small group interventions, literacy, reading writing speaking and listening handwriting, numeracy focus.</li> <li>• After school small group and 1:1 tuition, individual need assessed.</li> <li>• Focused support during class time, teacher, T.A.</li> <li>• Year 6 booster sessions including more able maths.</li> <li>• Focus tracking and provision for all PP children.</li> <li>• Analyse barriers to learning for each child.</li> <li>• Individual, personalised targets for all PP children.</li> <li>• Fizzy session, write from the start Reading eggs maths intervention computer based program.</li> </ul>	Class teachers  SLT  Headteacher  Data submission dates	Teaching and Learning Committee  Full Governing Body	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve in line with peers and above national for disadvantaged pupils for GLD, Y1 phonics, KS1, KS2.</li> <li>• Disadvantaged group progress as strong as/ stronger than cohort in order to close any gaps ( data , work books, observations)</li> <li>• Where disadvantaged child is also in SEND, EAL , high attain or needing emotional or behaviour support there is impact of each intervention.</li> <li>• Boxall assessments show improvement.</li> <li>• Physical skills improved to allow children to work at the same rate as their peers. Progress accelerated due to improved handwriting capability.</li> </ul>

	To ensure that all disadvantaged pupils experience at least good teaching over time to diminish the difference	All staff	<ul style="list-style-type: none"> <li>Teaching across the school is consistently judged good with a Planning shows individual needs are addressed pre delivery and key questions identified to move children forward.</li> <li>Educational Psychology time purchased.</li> <li>Class teacher to ensure progress is improved for all PP children through focus teaching sessions with disadvantaged groups.</li> <li>Residential Trip funded. Trips funded to ensure wider external music tuition funded.</li> <li>1:1 teacher led coaching sessions to increase the attainment in core subjects particularly for boys.</li> <li>Learning pit lessons. Inspiration days developed</li> </ul>	<p>Teaching Observations conducted by Headteacher</p> <p>Drop ins to support teaching and learning picture</p> <p>Monitoring and assessment calendar for dates</p> <p>Subjects leaders will monitor progress of all pupils in all the subject.</p>	SLT Teaching and Learning Committee	<ul style="list-style-type: none"> <li>PP Children across the school have daily access to quality first teaching.</li> <li>Evaluations on planning. Key questioning allows all PP children to participate fully in learning and are able to make focused and identified progress.</li> <li>PP Children, whose progress is a concern, have access to EP support rapidly.</li> <li>Disadvantaged children have access to music tuition, trips and after school PE/ art clubs progress of disadvantaged pupils is accelerating to close any gaps in EYFS, Phonics, KS1 and KS2.</li> <li>1:1 teacher led coaching notes show individual learning support delivered and impact shown in books/ coaching notes.</li> <li>Growth mindset developed for all PP pupils. Attitude to learning and a 'can do' attitude transferred to many areas of learning.</li> </ul>
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Social, emotional and personal wellbeing

To ensure that all disadvantaged pupils have the opportunity to learn from early nurturing experiences.

To make friends and deal calmly and confidently with each day and have their own individual needs met.

All staff

- Nurture sessions provided for individual children.
- Nurture methodology and resources incorporated into class based teaching.
- Lunch time drop in café open for all PP pupils as necessary.
- Mindfulness activities used to aid concentration and allow for reflection time.
- Individual targets set during 1:1 coaching sessions for all PP children.
- Socially speaking/ Time To Talk interventions used
- Enrichment sessions, arty rats, pro stars, music lessons.
- Ferre Leavers observation cycle for involvement and wellbeing.
- Rainbow lessons used to target pupil need

Lesson observations

Entry and Exit criteria evaluations- Term 2/4/6

Nurture teachers

SLT

SENCO

- Progress measures assessed through Boxall Profile show improvement.
- Nurture group children will be able to access supportive resources within the classroom.
- Identified learning needs will be shared with class teachers and successful teaching and learning approaches used.
- Children will be able to use personal strategies to feel calm, concentrate and learn.
- Children will develop personal and social skills which will allow them to access the wider curriculum.
- Self-esteem will rise through personal achievement and individual interest based learning opportunities.
- Learning opportunities for individual children , based on levels of engagement will be increased, leading to more sustained progress

Leadership and management	<p>To ensure that strategic leadership for disadvantaged pupils results in accelerated progress to diminish the difference compared to non-disadvantaged nationally.</p> <p>To ensure that governors are fully involved in strategic planning for PP funding and can evidence challenge.</p> <p>To ensure that governors have a clear understanding of impact linked to value for money</p>	<p>Headteacher and Deputy</p> <p>Teaching and Learning Committee</p> <p>Full Governing Body</p>	<ul style="list-style-type: none"> <li>• PP Lead release time to monitor and track pupils</li> <li>• Pupil premium review meetings</li> <li>• PP lead to develop and conduct pupil premium mentoring meetings with parents.</li> <li>• Review time with Lead governor for PP (part of teaching and Learning committee.)</li> <li>• Embed and monitor against Disadvantaged Pupil Policy statement Sep 2017.</li> <li>• PP report to teaching and Learning committee</li> <li>• PP report to full governing body.</li> <li>• Headteacher and SBM to report at Finance and premises committee</li> </ul>	<p>Data submission Terms 2/4/6.</p> <p>SLT</p> <p>Teaching and Learning Committee</p> <p>Pupil Premium Governor</p>	<p>SLT and Pupil Premium Governor.</p> <p>Finance committee</p>	<ul style="list-style-type: none"> <li>• PP Lead champions the progress and attainment for every disadvantaged child and monitors their outcomes EYFS, KS1 phonics KS2.</li> <li>• Every teacher and TA is held to account for the outcomes of the disadvantaged children they teach.</li> <li>• Every adult leading an intervention is accountable for the progress and can discuss the effectiveness of the intervention.</li> <li>• Governors are well informed about disadvantaged outcomes and there is evidence from Inclusion Group minutes of challenge. Governors can communicate value for money linked to impact.</li> </ul>
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Behaviour and attendance	<p>To ensure that attendance and punctuality for individuals is improving to reduce the difference between attendance for the disadvantaged group.</p> <p>To ensure that behaviour over time for all disadvantaged pupils improves and is at least good.</p> <p>To ensure that all pupils have the correct school uniform.</p>	All staff  Headteacher	<ul style="list-style-type: none"> <li>• Breakfast club sessions funded as appropriate for individual children, in receipt of FSM and/or at risk of low attendance.</li> <li>• Headteacher conducts AiM meetings with families</li> <li>• Nurture group – part funded.</li> <li>• Nurture provision for those children exhibiting challenging behaviour and behaviour for learning.</li> <li>• Uniform voucher.</li> <li>• Early Help directed towards vulnerable families, families first, Early Help coordinator</li> </ul>	Headteacher  Attendance officer  Attendance monitored termly and, if necessary, letter sent to families.	Headteacher and Deputy Headteacher  Review uptake of uniform grant.	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and all pupils reduces swiftly to under 2% difference. Disadvantaged pupils are punctual.</li> <li>• All pupils in receipt of FSM have access to quality breakfast provision</li> <li>• Number of disadvantaged pupils classed as persistent absentees reduces.</li> <li>• Behaviour to support learning is at least good for disadvantaged children.</li> <li>• External barriers to learning will be supported/removed allowing for accelerated progress.</li> </ul>
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Class based provision available.

Provision for those entitled to Pupil Premium Funding 2017-2018 Year R EYFS				Impact statement.
Barrier to achievement	Provision to address barriers	Costings	Expected outcome to secure impact	
Emotional needs, including attachment related difficulties	1:1 support. <ul style="list-style-type: none"> <li>• Time to talk program, small mixed ability group to improve social interaction skills and to provide</li> </ul>	T.A. x 3 week  <b>£1070.46</b>	Children's emotional resilience and confidence improved. Reflected in PSED scores.	PSED- what is level at expected?  What are L and A scores?

	<p>opportunity to share thoughts in small group environment with trusted adult.</p> <ul style="list-style-type: none"> <li>Nurture trained teacher to work within classroom, developing resilience and independence skills.</li> </ul>	<p>T.A afternoon sessions x5</p> <p><b>£1784.10</b></p>	<p>Improved concentration reflected in L&amp;A scores</p>	
<p>Communication and Language: children find using language to communicate with each other and adults difficult. Low listening and attention skills make responding to language and situations difficult.</p>	<ul style="list-style-type: none"> <li>Time to talk programme used for children with concentration, language and attention difficulties.</li> <li>'this is me' special box used to develop ability to listen to and communicate with others in larger group situations.</li> <li>Opportunities to work with a range of adults to build up confidence to talk to 'familiar' adults around school.</li> </ul>		<p>Children targeted to make good progress ( 3 points) and to reach expected levels for language and communication, listening and attention and understanding.</p>	<p>CLL</p> <p>Understanding of the world</p>
<p>Communication and language: poor language acquisition</p>	<ul style="list-style-type: none"> <li>Training all staff in the use of Makaton to aid communication. Children in class to be encouraged to understand and use Makaton as a way of expressing themselves with adults and other children.</li> </ul>	<p>2x twilight training sessions all key stage 1 staff.</p> <p><b>FREE CPD</b></p>	<p>Children targeted to make good progress in communication and language, and achieve ELG for L&amp;A, Understanding. (Speaking cannot be assessed through Makaton)</p>	
<p>Children not attaining as well as their peers with physical development. (mark making with pencil)</p>	<ul style="list-style-type: none"> <li>Daily fine motor control activities and handwriting sessions to target support.</li> <li>Fizzy program to be used to develop gross and fine</li> </ul>		<p>Targeted children to make good progress in PD and be working at ARE at the end of the year.</p>	<p>PD:</p>

	motor control			
Concentration skills limit the learning that can be achieved on a daily basis.	<ul style="list-style-type: none"> <li>Weekly coaching led by class teacher. 1-1 time to work on targets, address learning needs through feedback and set new priorities.</li> </ul>	1-1 coaching with class teacher. <b>£2853.04</b>	Identified learning needs will be addressed and children will address difficulties.	<p>FL observations of these children.</p> <p>Children are developing a better level of concentration. Using focused and targeted support has allowed children to achieve more in any given time</p> <p>Children are partaking in group and individual session.</p>
Parental engagement to support children with their learning	<ul style="list-style-type: none"> <li>Support for families and parents.</li> <li>PP lead to meet termly with parents to discuss learning needs, provide individual resources/materials</li> </ul>	PP lead meeting time <b>£75.07</b>	Increased parental engagement. Parents understanding what learning needs and how to support at home.	<p>Meetings with parents is showing there is better understanding of the child's learning needs at home but also that the school can adopt successful strategies in school.</p> <p>A reduction in concerns/behaviour being identified and reported.</p>
Identified monitoring needs	PP lead to monitor plans for social skills group. PP lead to monitor Fizzy notes and develop new priorities alongside intervention lead. PP Lead to monitor individual PP feedback forms and discuss learning needs with teachers.			

Provision for those entitled to Pupil Premium Funding 2017-2018 KS1 Yr1& Yr2				Impact statement.
Barrier to achievement	Provision to address barriers	Costings	Expected outcome to secure impact	
Emotional needs, including attachment related difficulties	<ul style="list-style-type: none"> <li>○ support.</li> <li>Time to talk program, small mixed ability group to improve social interaction skills and to provide opportunity to share thoughts in small group environment with trusted adult.</li> </ul>	T.A. x 3 week.  1:1 TA X 5 <b>£1831.05</b>	Children's emotional resilience and confidence improved. Improved concentration reflected in PP individual record.	<p>Boxall scores:</p> <p>Impact measure: +/-</p> <p>FL?</p>
Communication and Language: Low	<ul style="list-style-type: none"> <li>Time to talk programme used for children with</li> </ul>	3 X a week TA group	To show improved	<p>1)R progress score:</p> <p>W progress score:</p>

listening and attention skills make responding to language and situations difficult.	<ul style="list-style-type: none"> <li>concentration, language and attention difficulties.</li> <li>Opportunities to work with a range of adults to build up confidence to talk to 'familiar' adults around school.</li> </ul>	<p>work (1:5)</p> <p><b>£219.72</b></p>	attention and concentration in small groups enabling them to access all areas of the curriculum and make progress.	<p>Maths Progress score:</p> <p>2) R progress score:</p> <p>W progress score:</p> <p>Maths Progress score:</p>
Children not attaining as well as their peers with physical development. Fine motor skills and pencil control.	<ul style="list-style-type: none"> <li>Daily activities that develop fine motor control.</li> <li>Fizzy program to be used to develop gross and fine motor control.</li> <li>The use of a laptop to support writing activities.</li> </ul>	<p>2 X week TA group work (1:5)</p> <p><b>£142.73</b></p>	Targeted children to make good progress and be working at ARE at the end of the year for handwriting.	Is handwriting at the expected standard for children?
Concentration skills limit the learning that can be achieved on a daily basis.	<ul style="list-style-type: none"> <li>Weekly coaching led by class teacher. 1-1 time to work on targets, address learning needs through feedback and set new priorities.</li> </ul>	<p>1-1 coaching with class teacher.</p> <p><b>£564.3</b></p>	Identified learning needs will be addressed and children will address difficulties. Build self-esteem and confidence.	Boxall scores
Parental engagement to support children with their learning	<ul style="list-style-type: none"> <li>Communication with home through a daily communications log.</li> </ul>	<p>TA X 5</p> <p><b>£1784.10</b></p>	Parental engagement will increase.	<p>How many children have daily communication?</p> <p>Has communication increased?</p> <p>How many parents attend the PP meetings?</p> <p>Consistently</p> <p>Ad hoc?</p>
Curriculum and Enrichment... confidence, self-esteem and emotional resilience	<ul style="list-style-type: none"> <li>Funding for participation in Prostars</li> <li>'Multi- Sports' after school club</li> </ul>	<p>Cost of 'Multi – Sport' sessions 1x weekly session</p> <p><b>COST</b></p>	Child's emotional resilience and confidence improved. Confident and willing to initiate conversations with a wider circle of peers. Working co-operatively with others. Outcome	<p><b>How do we measure resilience?</b></p> <p><b>Please provide score and improvements summarised from FL obs</b></p>

			measured using Leuven scales for well-being and involvement.	
High quality first teaching and learning: Planned opportunities for challenge in learning.	<ul style="list-style-type: none"> <li>Weekly coaching led by class teacher. 1-1 time to work on targets, address learning needs through feedback and set new priorities.</li> </ul>	1-1 coaching with class teacher. <b>£1149.12</b> <b>£277.02</b>	Identified learning needs will be addressed; extension of learning focus: developing higher level inference and explaining skills. Experience success completing reading and mathematical challenges. Confidently attempt new challenges.	Children are identified on plans and the children have set tasks.  1) Progress made in maths: 2) Progress made in Maths:  1) Children working at GD: 2) Children working at GD:
Parental engagement to support children with their learning	<ul style="list-style-type: none"> <li>Support for families and parents.</li> <li>PP lead to meet termly with parents to discuss learning needs, provide individual resources/materials.</li> </ul>	PP lead meeting time <b>£120.96</b> <b>£29.16</b>	Increased parental engagement. Parents understanding what learning needs and how to support at home.	How many children have daily communication?  Has communication increased?  How many parents attend the PP meetings? Consistently Ad hoc?
Curriculum and enrichment	<ul style="list-style-type: none"> <li>Learn to play a musical instrument. TBC</li> </ul>	1x15 1:5 tuition	Ability to enrich their learning and take part in wider curricular learning by playing an instrument with increasing skill and enjoyment.	How many children have?
Identified monitoring needs	PP Lead to monitor planning and evaluations of social skills time to talk group. Meet with TA leading group. Review progress made in Fizzy program. Monitor and review handwriting for PP and Non PP pupils for comparison Monitor and review sports provision and musical instrument lessons.			

Provision for those entitled to Pupil Premium Funding 2017-2018 Year 3 and 4				Impact statement.
Barrier to achievement	Provision to address barriers	Costings	Expected outcome to secure impact	
		<b>NURTURE PROVISION: £12,551.40</b>		
Emotional needs, including attachment related difficulties	<ul style="list-style-type: none"> <li>Use of Boxall assessments to identify, provide support and monitor children's emotional needs e.g. self-esteem</li> <li>Nurture intervention - small mixed ability group (maximum of 10 children at any time) to improve social interaction skills and to provide opportunity to share thoughts in small group environment with trusted adult.</li> <li>2 x Nurture trained teachers to work with children, developing resilience and independence skills.</li> <li>PSHE lessons and learning environment to develop children's self-esteem e.g. growth mindset, use of SEAL resources</li> </ul>	<p>1x trained Nurture Teacher to carry out Boxall once a term (Autumn 1, Spring 1 and Summer 1)</p> <p>2x Teachers morning sessions x3</p> <p><b>£259.60</b></p> <p>1x Class Teacher to monitor and support PP children within lessons</p>	<p>Staff will share Boxall findings, targets and ideas for support in order for all adults working with children (including parent/guardian at home) are working consistently to provide support. Therefore, children's emotional resilience and confidence within group activities improved. Reflected in Reading objectives e.g. take part in a group discussion. Improved concentration reflected in Boxall assessments (once a term)</p>	Boxall scores
Concentration skills limit the learning that can be achieved on a daily basis.	<ul style="list-style-type: none"> <li>Use of Boxall assessments to identify, provide support and monitor children's emotional needs e.g. engagement with task Weekly coaching led by class teacher. 1-1 time to work on targets, address learning needs through feedback and set new priorities.</li> </ul>	<p>1x trained Nurture Teacher to carry out Boxall (Autumn 1, Summer 1)</p> <p><b>£392.92</b> <b>£1272.24</b></p> <p>1-1 coaching with class teacher.</p>	<p>Staff will share Boxall findings, targets and ideas for support in order for all adults working with children (including parent/guardian at home) are working consistently to provide support. Identified learning needs will be addressed and children will address difficulties.</p>	Boxall scores
Parental	Support for families and parents.	PP lead	Increased parental	How many children have

engagement to support children with their learning	PP lead to meet termly with parents to discuss learning needs, provide individual resources/materials.	meeting time <b>£41.40</b> <b>£133.74</b>	engagement. Parents understanding what learning needs and how to support at home.	daily communication? Has communication increased? How many parents attend the PP meetings? Consistently Ad hoc?
Engagement levels limit the progress within lessons (and over the course of series of lessons)	<ul style="list-style-type: none"> <li>Use of Ferre Laevers emotional well being and involvement scales to monitor levels of wellbeing and engagement within lessons</li> <li>Class Teachers are to provide quality first teaching in order to ensure all children's learning styles are provided for in order to develop levels of engagement e.g. use of rainbow lessons to provide different routes/learning opportunities to reach the success criteria</li> </ul>	1x TA to carry out Ferre Laevers observations 1x a week  Within chosen focus lessons, PP children will receive 1:1 lesson support from Class Teacher for 20 minutes at least 1x a week. <b>£244.14</b> <b>£787,74</b>	Increased engagement within lessons will see progress measured by achievements of IAT statements within individual lesson plans but by progress measured on SPTO over time.	What progress has the child made:  3) R progress score: W progress score: Maths Progress score:  4) R progress score: W progress score: Maths Progress score:  Summary of FL obs and developments  3) 4)
Identified monitoring needs	CT to monitor application of Nurture skills within the classroom and have weekly professional dialogue with Nurture Teacher. PP Lead/SENCO to monitor use of Boxall assessments to measure progress as well as create targets within SEN My Plans or PP target intervention forms. PP Lead to monitor individual PP feedback forms and discuss learning needs with teachers. CT to monitor progress within lessons using observations and clear success criteria. PP lead to monitor this by use of children's books and evaluations on lesson plans?			

Provision for those entitled to Pupil Premium Funding 2017-2018 Year 5 and Year 6				Impact statement.
Barrier to achievement	Provision to address barriers	Costings	Expected outcome to secure impact	
		NURTURE 9.99 per child		

		per hour		
		<b>£12,527.46</b>		
Concentration skills limit the learning that can be achieved on a daily basis.	<ul style="list-style-type: none"> <li>• Use of Boxall assessments to identify, provide support and monitor children's emotional needs e.g. engagement with task</li> <li>• Use of Ferre Laevers involvement scales to monitor levels of engagement within lessons</li> <li>• -Weekly coaching led by class teacher. 1-1 time to work on targets, address learning needs through feedback and set new priorities.</li> </ul>	<p>1x trained Nurture Teacher to carry out Boxall (Autumn 1 and Summer 1)</p> <p>1-1 coaching with class teacher.</p> <p><b>£467.23</b></p>	Staff will share Boxall findings, targets and ideas for support in order for all adults working with children (including parent/guardian at home) are working consistently to provide support. Identified learning needs will be addressed and children will address difficulties.	Boxall scores
Emotional needs, including attachment related difficulties	<ul style="list-style-type: none"> <li>• -Use of Boxall assessments to identify, provide support and monitor children's emotional needs e.g. self-esteem</li> <li>• Nurture intervention - small mixed ability group (maximum of 10 children at any time) to improve social interaction skills and to provide opportunity to share thoughts in small group environment with trusted adult.</li> <li>• 2 x Nurture trained teachers to work with children, developing resilience and independence skills.</li> <li>• PSHE lessons and learning environment to develop children's self-esteem e.g. growth mind-set, use of SEAL resources</li> </ul>	<p>1x trained Nurture Teacher to carry out Boxall (Autumn 1, Summer 1)</p> <p>2x Teachers morning sessions x3</p> <p>1x Class Teacher to monitor and support PP children within lessons</p>	Staff will share Boxall findings, targets and ideas for support in order for all adults working with children (including parent/guardian at home) are working consistently to provide support. Therefore, children's emotional resilience and confidence within group activities improved. Reflected in Reading objectives e.g. take part in a group discussion. Improved	Boxall scores

			concentration reflected in Boxall assessments (once a term)	
Engagement levels limit the progress within lessons (and over the course of series of lessons)	<ul style="list-style-type: none"> <li>Use of Ferre Laevers emotional well-being and involvement scales to monitor levels of wellbeing and engagement within lessons</li> <li>Class Teachers are to provide quality first teaching in order to ensure all children's learning styles are provided for in order to develop levels of engagement e.g. use of rainbow lessons to provide different routes/learning opportunities to reach the success criteria</li> </ul>	<p>1x TA to carry out Ferre Laevers observations 1x a week</p> <p>£104.15 £104.15</p> <p>Within chosen focus lessons, PP children will receive 1:1 lesson support from Class Teacher for 20 minutes at least 1x a week, as well as individual feedback sessions 1x a week.</p> <p><b>£2653.56</b></p>	Increased engagement within lessons will see progress measured by achievements of IAT statements within individual lesson plans but by progress measured on SPTO over time.	<p>What progress has the child made:</p> <p>5) R progress score: W progress score: Maths Progress score:</p> <p>6) R progress score: W progress score: Maths Progress score:</p> <p>Summary of FL obs and developments</p> <p>5)</p> <p>6)</p>
Parental engagement to support children with their learning	<ul style="list-style-type: none"> <li>Support for families and parents (Families First)</li> <li>PP lead to meet three times a year with parents and CT to discuss learning needs, provide individual resources/materials.</li> </ul>	<p>PP lead meeting time</p> <p><b>£272.16</b></p>	Increased parental engagement. Parents understanding what learning needs and how to support at home.	<p>daily communication?</p> <p>Has communication increased?</p> <p>How many parents attend the PP meetings? Consistently Ad hoc?</p>
Physical difficulties can limit children's ability to produce the written work they are capable of producing.	<ul style="list-style-type: none"> <li>Regular fine motor control activities and handwriting sessions to target support. 'Pea and pancake' exercises used to develop gross and fine motor control</li> </ul>		Targeted children to produce the written work which is indicative of ability. Children make good progress and are working at ARE	<p>What progress has the child made:</p> <p>5) R progress score: W progress score: Maths Progress score:</p> <p>6)R progress score: W progress score: Maths Progress score:</p>

			at the end of the year.	
Identified monitoring needs	<p>CT to monitor application of Nurture skills within the classroom and have weekly professional dialogue with Nurture Teacher.</p> <p>PP Lead/SENCO to monitor use of Boxall assessments to measure progress as well as create targets within SEN My Plans or PP target intervention forms.</p> <p>PP Lead to monitor individual PP feedback forms and discuss learning needs with teachers.</p> <p>CT to monitor progress within lessons using observations and clear success criteria. PP lead to monitor this by use of children's books and evaluations on lesson plans?</p>			

<b>Impact of Pupil Premium Spending.</b>
<p>Information we use to measure impact includes.</p> <p>End of key stage data.</p> <p>Phonics data</p> <p>Year group tracking and assessments</p> <p>Intervention assessments, entry and exit criteria</p> <p>Observations</p> <p>Pupil conferencing and questionnaires</p> <p>Staff questionnaires</p> <p>Book and planning analysis</p> <p>Sports and enrichment club tracking.</p>

**Total spent: £43,750**

**Show most is on social and emotional.**