



| Barriers to future attainment (for eligible for PP including high ability)                       |   |
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| <b>In School barriers</b> (issues to be addressed in school , such as poor oral language skills) |   |
| <b>A</b>   | Poor oral language skills/acquisition at EYFS/KS1 impacts on ability to transfer phonic knowledge into the written word |
| <b>B</b>   | Limited exposure to maths vocabulary, knowledge and experiences inhibits progress and acquisition of new concepts       |
| <b>C</b>   | Limited exposure to language rich environment outside school impacts on pupils' love of reading and skills for writing  |
| <b>External barriers</b>   |   |
| <b>D</b>   | Unstable family units and/or life- changing events impacting pupils' ability to engage in and concentrate on learning   |

| Outcomes |   |  |
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|          | <i>Desired outcomes and how they will be measured</i>   | <i>Success Criteria</i>  |
| <b>A</b> | To ensure targeted Speech and Language group intervention meets the needs of the pupils, that skills can be transferred to class and there is evidence of this impact   | Evidence of improved, clearer speech, improved communication between children and adults and evidence of beneficial impact on writing in KS1 (improved data) |
| <b>B</b> | To support maths progress through Maths Passports, Maths Skills and focus on Maths Vocabulary through targeted support. UKS2 Maths booster sessions with Y5/6 teacher   | STAR maths data and Target Tracker provide evidence of accelerated progress for target pupils.   |
| <b>C</b> | To analyse pupils' progress and identify next steps in learning with clear incentives for progress. Provide access to a wide range of quality reading material and daily immersion in quality texts. Daily guided reading and class novel from Term 3. New library and AR displays, weekly targets celebrated in worship to improve engagement. | STAR reading data and Target Tracker provide evidence of accelerated progress for target pupils and increased engagement.                                    |

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| <b>D</b> | To provide support for pupils through the school counsellor and additional support within school. To give parents/carers an opportunity to work with school for improved welfare/emotional outcomes for their children. | Pupils develop communication skills so that they have the tools to be able to better cope with/express anxieties or emotions. Pupils' engagement and concentration is improved and children are better able to cope with the demands of the curriculum. Pupils home life is improved and this will have a positive impact on behaviour at school. |
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| Planned Expenditure   |   |  |   |   |  |
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| Academic Year   |   | 2018-19  |   |   |  |
| <i>The three headings below allow schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i> |   |  |   |   |  |
| (i) Quality of teaching for all   |   |  |   |   |  |
| Desired Outcome   | Chosen action/ approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well? How well is it being implemented? What evidence so far?   | Staff Lead  | When will you review implementation? WWW/ EBIs/ Next steps   |
| <b>(A) To ensure targeted Speech and Language group intervention meets the needs of the pupils, that skills can be transferred to</b>   | Talk Boost group support for targeted children 2 x 10 week courses 3x week with LJ and TH | Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. All pupils appear to benefit from oral language interventions, but some | Staff to receive Talk Boost training. SENCo to monitor progress. Regular opportunities to meet with class teacher to communicate areas for support for the learners and for teachers to share | <b>LJ and TH with class teacher, SENCo and HT</b> | Formal pupil progress meetings (every 6 weeks)<br>Informal learning walk during phonics/ writing lessons<br>End of intervention assessment |

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| <p><b>class and there is evidence of this impact</b></p>   |  | <p>studies show slightly larger effects for younger children and those from disadvantaged backgrounds (up to 6 months benefit). (EEF Toolkit)</p>  | <p>progress etc.</p>   |   |  |
| <p><b>(B) To ensure identified pupils have targeted support to accelerate their Maths learning</b></p> | <p>Whole school Mastery Approach to Maths adopted. Additional support for targeted children for Maths Passports and times tables. Whole school focus on building Maths vocabulary. Targeted booster support for UKS2. Gap analysis at Y2 and Y6 pre SATS to inform booster. Catch Up maths</p> | <p>The EEF findings contribute to a growing body of evidence suggesting that using Teaching Assistants to deliver structured interventions can have a positive impact on pupil attainment. The project found that primary school pupils receiving one to one support (catch up or other) intervention made 3 months' additional progress. This suggests that it is the additional one to one support, rather than Catch-up Numeracy© itself, which led to improved outcomes.</p> | <p>SENCo to monitor progress. Regular opportunities to meet with class teacher to communicate areas for support for the learners and for teachers to share progress etc.</p> | <p><b>Class teacher, HT and SENCo</b></p> | <p>CPA training at Andoversford with Bibury. Update Calculation Policy. Formal pupil progress meetings (every 6 weeks)</p> |
|  | <p>Develop new library</p>   | <p>Accelerated Reader is</p>   | <p>SENCo and HT to</p>   | <p><b>Class</b></p>                       | <p>Formal pupil</p>  |

| <p><b>(C) To ensure pupils make accelerated progress in Reading and Writing and develop enjoyment of reading and this transfers into writing</b></p>           | <p>with quality resources. Use AR and Star Reader to increase engagement and better monitor progress. Class Novel and daily guided reading sessions timetabled</p>   | <p>one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.</p>              | <p>monitor progress. Collect pupil voice and evidence of improved engagement through parent forum</p>   | <p><b>teacher, HT and SENCo</b></p>    | <p>progress meetings (every 6 weeks)<br/>Informal discussions with class teacher</p>  |
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| <b>Total budgeted cost</b>   |  |   |   |  | <b>£21,093</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? How well is it being implemented? What evidence so far?</b>  | <b>Staff Lead</b>                      | <b>When will you review implementation? WWW/ EBIs/ Next steps</b>   |
| <p><b>(A) To ensure identified pupils have opportunities to experience, engage in and enjoy wider world learning in all (formal and informal) learning</b></p> | <p>School trips supported/subsidised.<br/>Residential trips supported/subsidised.<br/>School swimming supported/subsidised.<br/>Provision for children to engage in After School Club and sports clubs/extra-curricular clubs.</p> | <p>Engage all pupils and parents. Provide opportunities for discussion re payment options/ transportation options etc.<br/>Monitor through club registers, initial interest lists (residential trip).<br/>Some students have difficulty accessing</p> | <p>Ensure identification of target pupils is transparent and monitored.<br/>Share practice and receive feedback from clubs to maximise all opportunities.<br/>Provide learning through a variety of different mediums using</p> | <p>Sports Coach, ASC Co-ordinator,</p> | <p>Formal pupil progress meetings (every 6 weeks)<br/>On-going informal discussions with staff.<br/>Communications with parents</p> |

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| <b>situations</b>   | Opportunity for Y3/4 to take part in a residential trip to build independence and self-confidence.                                     | certain areas of the curriculum through lack of first-hand experience or knowledge. By providing experiences we hope to improve empathy and depth of understanding. | specialist and real-life experiences that will develop a deeper understanding of ability to empathise.   |                                      |   |
| <b>(D) To provide support for pupils through the school counsellor. To give parents/carers an opportunity to work with school for improved welfare/emotional outcomes for their children. Provide school milk for all children.</b> | Vulnerable children receive 1:1 support from Cotswold Counselling.<br><br>Provide milk for children and additional food for breakfast. | Emotional wellbeing is key to ensuring a child is in a positive place ready to learn.   | Teachers will highlight any children that would benefit from seeing the counsellor. Milk and breakfast will be provided to any child who appears hungry. | HT<br>SENCO                          | Pupil progress meetings (every 6 weeks)     |
| <b>Total budgeted cost</b>  |  |   |  |                                      | <b>£1,320</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>(B) PP champion to support children and their families</b>   | Growth mind-set<br>Additional support in school and to families  | To raise attainment of the most vulnerable pupils through a wider understanding of the  | Ensure identification of target pupils is transparent and monitored.   | All staff directed by HT and PP lead |   |

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|  |  | pupils likes, dislikes, and aspirations   | Engage with parents and pupils before interventions begin to address any concerns or questions.  |                                      |              |
| <b>(B) Increased attendance rates for pupils eligible for PP</b> | Pencils<br>Paper trophy<br>Sign<br>Whole school drive to increase awareness – newsletters etc. | Improve attainment for children by improving attendance. (NFER briefing for school leaders identified this as a key step) | Ensure identification of target pupils is transparent and monitored (Daily registers & Pupil Progress Meetings)<br><br>Engage with parents and pupils before interventions begin to address any concerns or questions. | All staff directed by HT and PP lead |              |
| <b>Total budgeted cost</b>                                       |  |   |  |                                      | <b>£1500</b> |

Please note that the additional spend is due to roll over from the previous year.

## 6. Review of expenditure: Academic Year 2017-18

| Chosen action/approach  | Desired outcome   | Estimated impact: Did you meet the success criteria?  | Lessons learned  | Cost                  |
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| Additional hours for teaching assistants to provide effective interventions for disadvantaged pupils                                | <p>TAs being used to provide focussed interventions for focussed children identified for general need and daily interventions provided for particular needs.</p> <p>Children to make expected progress</p>  | <p><b>Impact: PP children supported and enabled to make good progress across the curriculum</b></p> <p>Children able to access lessons and more effectively, some gaps filled and progress was evident across the curriculum.</p> | <p>TA time was not as directed to PP children as needed.</p> <p>INSET training and provision mapping will ensure this is more focussed in 2018/19</p>  | <p><b>£20,868</b></p> |
| Additional teaching hours for part time teacher to provide direct 1 to 1 support for pupils at risk of not meeting progress targets | <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p>Pupils will be proactive, organised and enthusiastic learners.</p> <p>All disadvantaged pupils will meet national expectations for attendance and punctuality.</p> | <p>Readiness to learn in the classroom greatly increased by this intervention. Social development of children also key impact leading to greater pupil progress throughout the curriculum.</p>                                    | <p>Late identification of a child with additional needs meant intensive support in Y6. Early identification now in place meaning support can be in place earlier in a child's schooling.</p> | <p><b>£4,328</b></p>  |

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| <p>Additional curriculum opportunities.<br/>Financial support given to eligible families for school trips, residential visits, swimming lessons, school uniform and breakfast/after-school club subsidies</p> | <p>To build children's self-esteem through shared activities.</p> <p>PP children to have equal access to all school activities regardless of cost</p> | <p>PP children to access school trips, extra curricular activities.</p> | <p>Take up was good, next year offers of assistance will be made directly to parents so that they are aware of the support available.</p> | <p><b>£984.36</b></p> |
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