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| 1. **Summary information** | | | | | |
| **School** | South Kirkby Academy | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £142,560 | **Date of most recent PP Review** | Dec 2017 |
| **Total number of pupils** | 218 | **Number of pupils eligible for PP** | 108 | **Date for next internal review of this strategy** | April 2018 |

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| 1. **Current Achievement** | **Disadvantaged Pupil** | **National non Disadvantaged Pupils** | **2018 Attainment Targets** | |
|  | ***2017***  ***Y6*** | ***2017***  ***Y6*** | ***Disdavantaged*** | ***Non Disadvantaged*** |
| **% achieving in reading, writing and maths/GLD** | **28%** | **67%** | **66.67%** | **80%** |
| **% making progress in reading** | **-6.2** | **0.3** | **72%** | **80%** |
| **% making progress in writing** | **-1.3** | **0.2** | **72%** | **85%** |
| **% making progress in maths (lower judgement for EYFS)** | **-5.2** | **0.3** | **69%** | **85%** |

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| **Attendance** | **Disadvantaged Pupils** | | | **Difference to National- All 2016** |
|  | **Authorised** | **Unauthorised** | **Total** |  |
| % Year 2 Common Rd |  |  |  |  |
| % Year 3 | 4.01 | 2.68 | 93.31 |  |
| % Year 4 | 4.19 | 1.31 | 94.5 |  |
| % Year 5 | 4.8 | 3.37 | 91.83 |  |
| % Year 6 | 3.00 | 1.86 | 95.15 |  |
| KS2 Overall (2017) | 3.8 | 2.3 | 93.9 | 2.2 |

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| 1. **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)* | | | |
|  | | Many pupils eligible for pupil premium also have other factors such as SEND, gender, ethnicity, term of birth to consider when planning successful interventions | |
|  | | Base lines show Reading/ Language skills/Phonics are not at national expectations | |
| **C.** | | Learning behaviours, stamina, resilience and growth mind-set (Visible Learners). | |
| **D.** | | Majority of pupil premium children do not have sufficient access to ICT, including access to the internet resources at home. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance of pupil premium children is below the attendance of non-pupil premium in school (difference of 2.1) and below national averages.  62% of all Persistent absentees are pupils eligible for pupil premium. | |
| **E.** | | South Kirkby is large village with high unemployment; the ward served by the school is among the 10% most deprived in the country. According to national pupil premium figures (2017) we are the 11th most deprived in the Wakefield ward. | |
| **F** | | Many children eligible for pupil premium also have `unsettled` home environments indicated in the large Safeguarding caseload (CAF, CIN, CP). | |
| **G** | | Access to ICT at home to enable the use of online learning support materials. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve the phonics/reading skills outcomes in LKS2 upon transition. | | Pupils eligible for PP make rapid progress from their starting points to meet the reading national expectations. |
|  | Higher rates of attainment for children achieving R,W and M | | Combined score will be greater than previous 28%. Our Target for 17/18 is 48% |
|  | Higher number of children achieving above expected progress. | | The gap between national averages and the attainment of pupil premium children will diminish due to more than sufficient progress from their starting points. |
|  | Increased attendance rates for pupils eligible for PP. | | Reduction in the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 93.9% to 96% in line with ’other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017/18** | | | | |
| 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. | | | | | |
| 1. **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?** | **Staff lead** | **When will you review implementation?** |
| Improved progress for children in reading.  ***Targets – Whole cohorts***  ***79% Year 6***  ***52.5% Year 5***  ***59.6% Year 4***  ***67% Year 3*** | With the support of a reading specialist, introduce a reading skills (reciprocal reading) lesson each day in addition to the book based literacy curriculum.  Outside professionals to update staff CPD on the teaching of reading.  Introduce Reading Plus intervention to improve reading fluency of pupil premium children.  Use PM benchmarking assessment system to ensure children are accessing the correct reading materials.  Resource the school with high quality age-appropriate reading material to ensure active engagement. | Research such as that of Timothy Cooper and Cedric Grieve have shown that reciprocal reading has been beneficial as: “Placing the responsibility for the employment of these two strategies upon the students themselves increased the depth and quality of the processing of the  Information”. This combined with supporting evidence from other schools within our MAT lead us to conclude this will be an effective strategy to facilitate our children’s learning. | Reading leader will monitor weekly, alongside the Headteacher and Deputy Headteacher.  Progress of context groups will be tracked in Pupil progress meetings. | Reading Leader, Headteacher and Deputy Headteacher | ½ Termly |
| B Improved progress and understanding of phonics across the school  ***The desired outcome is for all pupils to pass a retest of the phonics assessment have a secure phonics knowledge of phase 6 and beyond.*** | Children to be assessed and placed into a targeted phonics group to receive 4 daily phonic sessions per week.  6 members of staff to take groups and deliver phonics session. | In school tracking data suggests that children’s phonics knowledge is below what is expected when they join us in Year 3. We have benchmarked every child to ensure that the children are accessing the correct phonic phase programme. | Independent advisor to support the implementation of the programme and monitor its impact.  Reading team will offer same day intervention to pupils who are struggling with phonics.  Resources to be purchased so that phonics session can run effectively and engage pupils. | Reading Leader, Intervention Leader, Headteacher and Deputy Headteacher | ½ Termly |
| C .Impact of Support Staff review | External review of current impact and bespoke package of support to help improve impact. | Projects such as DISS and EDTA have found that Support staff impact can be improved if they are managed and used in ways known to support pupil progress with consideration to individual settings and children’s needs. | Reports at the start, review and end of the given support will be used to track impact. This will continue to be monitored for long term impact after support has finished by the Pupil Premium Leader pr | Pupil Premium Leader, Headteacher and Deputy | ½ Termly |
| D. Diminishing the difference between boys and girls attainment of age related expectations | Steve Burnage employed to support staff in engaging and teaching boys effectively. | Research such as that of Mike Younger `Effective Pedagogies for girl’s learning` has shown that boys and girls have distinctly different learning styles and so to engage all in learning activities this needs to be understood and teaching strategy considered when planning to reflect the needs of all within a class. | Reports at the start and support and end of the given support will be used to track impact. This will continue to be monitored for long term impact after support has finished by the Pupil Premium Leader and all school leaders | All Leadership Team | ½ Termly |
| E.Vulnerable pupils in yr6 will have a suitable learning environment to meet the high numbers of SEMH needs in the cohort. | The year 6 cohort will be split into three classes as opposed to the usual two allowing more focussed work with individual pupils, more individual feedback during lessons and a learning environment more suited to the pupils SEMH needs. | Anna Freud’s work shows that Peer Relationships, academic engagement and learning environment are all high level domains in measuring a child’s mental health and wellbeing. On reflection of the year 6 cohort these are all areas considered and after consulting with specialist SEMH needs schools it was felt that a higher staffing ratio was needed to support this year group allowing children to build better peer relationships in smaller groups. | Data academic, attendance and safeguarding support (CAF, CIN CP) will be monitored for increased improvement, progress and attainment. | Senior Leaders | ½ Termly |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Identified Pupils in each year group, eligible for pupil premium, who are not making progress or attaining at an expected level will make rapid progress. | Use experienced teachers to deliver effective targeted support work- first quality teaching/Boosters.  Easter Booster lessons for Yr 6 Pupils.  February booster for Year 6 pupils to increase understanding of SPAG. | Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning. | Pupil Premium Leader, with class teachers will identify Pupil Premium Children requiring intervention. Effectiveness of teaching, learning and progress will be assessed during ½ termly Teaching and Learning reviews, learning walks and pupil progress meetings. | Pupil Premium Leader, Head and Deputy | Half Termly |
| B. Identified pupils from LKS2 who have not yet achieved the expected level in reading/phonics KS1 | Provide additional focused support for teaching of word reading and phonics in LKS2. | Local schools with a similar pupil intake have had success in improving outcomes through such bespoke interventions. | Intervention outcomes will be monitored directly by the staff member delivering the intervention but will also be reviewed against the child’s overall reading results. | Pupil premium leader, Year 3 Lead Teacher | Half Termly |
| C. Identified Pupils in year 6, eligible for pupil premium, who are not making progress or attaining at an expected level in writing will make rapid progress | Headteacher identified to lead smaller group teaching of writing as a booster. This ensures ‘quality first’ teaching. | Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning. | Pupil Premium Leader, alongside headteacher and Y6 teachers will identify children needing intervention. Effectiveness of teaching, learning and progress will be assessed during ½ termly Teaching and Learning reviews, learning walks and pupil progress meetings. | Pupil Premium leader, Head and Deputy | Half Termly |
| D. The barrier to learning caused by behaviours linked to children’s SEMH needs will be reduced/removed. | SENDco to provide support for children with SEMH needs through the facilitation of emotional literacy/emotional regulation work. | External support agencies such as Educational Physchologist and CAMHS, have recommended this to support individual’s learning following analysis of the child. | Inclusion Manager, alongside the headteacher and deputy headteacher, will monitor progress through monitoring of: behaviour logs, learning walks, assessments and pupil progress meetings. | Pupil Premium leader, Head and Deputy | Half Termly |
| E. Children’s social and emotional development will be in line with their age. | Children will attend nurture provision where work will be planned to help develop specific areas of social and emotional development identified through the use of Boxall profiling. | Studies such as Binnie and Allen: 2008 and Walker:2010 have shown that nurture groups help create positive change to SEBD in schools and allow for a positive attachment to school. | Tracking of impact through Boxall profiling will be monitored through: observation, learning walks, pupil chats and recorded behaviour logs. | Inclusion manager, SENDco , Headteacher and Deputy | ½ Termly |
| F. Identified vulnerable children will have a better understanding of their choices in life and the consequences. They will have improved attitude and confidence towards their learning. | CHOICE programme working with: fire service, police, magistrates, therapists and parents | Data from previous CHOICE workshops has shown that it has a positive impact on pupil’s long term attainment, attendance and progress with 100% of pupils attending the programme achieving GCSEs. | Pupil premium lead with monitor an overview and track impact on attendance, attainment and progress. Designated member of support staff will facilitate on a week to week basis. | Pupil Premium leader, Miss Shields, headteacher and Deputy Headteacher. | ½ Termly |
| G. Raise attainment of low attainers | Targeted Support Staff interventions during non- core lesson teaching time.  Relevant CPD for support staff to ensure that they can effectively meet the needs of the vulnerable pupils. | EEF state there is a growing evidence base which suggests that when teaching assistants are used to deliver structured programmes with high quality support and training, teaching assistants can have a positive impact on pupil learning. | All interventions will have entry and exit criteria with clear expected outcomes to be tracked. Quality of provision will be monitored weekly through observation, outcomes, pupil chats and learning walks | Pupil premium leader, SENDco, headteacher and Deputy | ½ Termly |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| H. Develop computer Literacy, and access, for targeted children | The purchase of 28 iPads to assist pupils and use educational applications to promote good academic progress in class. | Over 20% of children report they cannot access a computer at home. It is our view that in a rapidly developing ICT driven world that this is a disadvantage that must be addressed at Primary School. | The use of IPads will be monitored through weekly learning walks by SLT. | SLT | ½ Termly |
| I. Ensure targeted children have a good start to their learning day at school | Provide breakfast club catering and fund attendance for disadvantaged or vulnerable pupils  Breakfast club to promote a love of reading – children are encouraged to free read and use reading intervention material.  Attendance of disadvantaged pupils to be tracked by attendance officer on a weekly basis. | This provides a location for social and emotional learning as well as a balanced nutritional breakfast.  This good start to the day has proven to have a good impact on attendance and punctuality in previous years, reducing the number of lates for targeted pupils. | Provision is monitored by the pupil premium Leader who will ensure that the correct children are targeted and their families are aware of the support available. | Pupil Premium Leader, Headteacher and Deputy. Attendance officer and EWO. | ½ Termly |
| J. Ensure targeted children have a good start to their learning day at school. An attendance champion to ensure disadvantaged and all pupil groups attend school. | Provide a walking bus service to school each day led by a member of staff.  Targeted absentees may need to be collected from the house following the close of registration. | Data shows pupils whose attendance is below national average generally have made less progress than those who have attended in line with national average. Being in school directly supports children’s rate of development. | EWO and attendance officer will with the support of the learning mentor will collect children from home when directed from the headteacher.  Children/families who it is thought will benefit from access to the walking bus will have priority on places.  Attendance champion will report to Headteacher and Deputy Headteacher on attendance figures and trends across year groups. | EWO, attendance officer, Pupil Premium leader and Headteacher | ½ Termly |
| K. Increased involvement in sports and targeted motor skill development | Provide subsidised access to professional led after-school sports provision for targeted pupils | Though the impact of sports participation is thought to be low by EEF, we feel that the ethos of the school is built upon team work- cooperation- and emotional self regulation- growth mind. We believe that sporting opportunities enable the children at South Kirkby Academy to develop these skills and therefore become more confident, efficient learners. | The impact will be monitored through the child’s attitude towards cooperative learning, their resilience and approach to learning challenges. The pupil premium leader, alongside the headteacher and deputy, will collate evidence to support this through monitoring: .learning walks, pupil chats and observation. | Pupil Premium Leader, Headteacher and Deputy | ½ Termly |
| L. Access to educational visits for all | To ensure that all children are able to attend school visits by subsidising these. | School research has shown that pupils access there learning more successfully when they can relate to experiences directly and therefore providing experiences allows for this and has a positive impact on their learning. | Take up of this subsidy will be monitored. Impact of visits will be measured through pupil voice and outcomes. | School Business Manager | Termly |
| M. Access to educational experiences and parental engagement/ involvement | Organised visits from experts will provide knowledge and encourage an excitement in children’s learning in varied curriculum areas.  Children will be able to access high quality productions which engage and provide a hook for learning. | Education Endowment Foundation found-parental involvement in learning may have wider benefits beyond boosting attainment outcomes.  Engagement in learning is key to children being successful and making progress in academic subjects. | Pupil voice/ opinion on learning opportunities and outcomes will be monitored for impact. | Pupil Premium Leader/SLT | Termly |
| N. Improved attitude to learning and ability to work collaboratively. | Children to attend Forest school completing activities that they are not able to be successful in alone. | Children who have previously attended forest school have bonded better as a class consequently impacting o their learning behaviours in a classroom learning environment. | The impact will be monitored through the child’s attitude towards cooperative learning, their resilience and approach to learning challenges. The pupil premium leader, alongside the headteacher and deputy, will collate evidence to support this through monitoring: .learning walks, pupil chats and observation. | Sports Premium leader and Pupil premium leader | Termly |
| O. All pupils will have access to programmes to support their learning out of school. | Online subscriptions to:  Mathletics  Reading Plus | In school data- both quantitative and qualitative have shown that these programmes engage our children with high levels of usage and have helped improve outcomes. | Data from both programmes will be used to support the monitoring of impact. Pupil voice will be collected as part of the monitoring process. | Pupil Premium leader, maths and reading leader. | Termly |
| P. All pupils to have access to high quality assessment materials. | Assesment materials including PIRA and PUMA and optional progress test material will be purchased. | Summative assessment data will ensure that teachers can highlight the next step teaching needed for disadvantaged pupils and other pupil groups. Research proves that summative assessment compliments the formative assessment judgements teachers make. | Half termly summative assessments will take place and the data generated will be used to help inform formative judgements and next step planning. QLA of test papers will be done after each assessment cycle. | Headteacher, Deputy Headteacher, Middle leaders, Class teachers. | Half termly |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-17** | | |
| 1. **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** |
| Improved teaching standards and pupil progress throughout school. | Deputy Head Teacher- non teaching | Teaching standards through school have improved and this can be seen through monitoring. Progress through school did not improve. | Pupil Premium lead to be in a teaching role with release time. Assessments to be used to plan intervention and spending | £13,000 |
| 1. **Targeted support** | | | | |
| **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** |
| Working alongside pupil Premium pupils to increase their ability in the basics of the four rules.  Stronger progress across Year 6 in maths. | Extra booster sessions for PP pupils before SATs | Higher ability pupils receiving boosters achieved the expected standard in maths. | Progress in maths overall was not improved. Pupils chosen for boosters need to be chosen based on tracked results. They then need to be closely tracked to ensure they are the correct children to target. | £5000 |
| Pupils who have previous poor attendance will have improved attendance | Walking Bus  Attendance Officer  Attendance incentives | Pupils who are regularly late will have improved attendance.  . | The walking bus has worked successfully but it has not targeted the correct children to impact attendance statistics  Incentives have worked well to motivate children and parents to be conscientious about attendance. | £3800 |
| Barriers to learning are overcome and targeted pupils make rapid progress. | Learning Mentor to provide additional support for pupils and families with a range of needs – emotional, social, behavioural , attendance and punctuality etc. | Pupils felt the learning mentor had a good impact on them. It was noted that the learning mentor did not have sufficient time to support in all of the given areas to the extent needed. | Learning mentor role to become more specific to supporting pupils due to high pupil need. Other staff to take on previously supported areas. | £18500 |
| Increased % of pupils  SEN attaining ARE. | Sharing expertise for SEND pupils.  Planning for and delivering interventions  Develop Teaching Assistants practice | Information regarding leading SEND has been shared through a mentoring role with the new SENCO.  Teaching assistant training has been delivered between the Inclusion Manager, SENCO and outside agencies. | Interventions show increased progression for pupils with SEN however this has not translated to improved SEN percentages overall. Teaching assistant training needs to be more specific to the whole school improvement plan.  Inclusion manager to have responsibility for Vulnerable pupils and allow SENCO to take a leading role in SEND based work. | £16000 |
| Increased confidence. Attainment and progress of PP closer to National at the end of lower key stage 2 and by the end of year 6 in Reading, Writing and Maths. | Two HLTAs for year group same day interventions (English and mathematics) £20,000 Individualised support at all levels. Targeted support for pupils to address misconceptions, gaps and weaknesses. | Interventions have been sporadic due to staff illness and the need to cover classes and support pupils in line with their risk assessments. | Intervention planning needs to account for the possibility of staff absence as this was a major barrier to having impact. | £20000 |
| Extending experiences and building confidence. Increased self-confidence greater independence, better team working and collaborative skills, although the impact of this programme has been limited. | Nurture Programme.  Development of the Qube as a nurture area. | The Qube has successfully been developed as a nurture area.    Pupils attending the nurture group showed improvement through their Boxall profiles.  The Nurture programme is still being completed but staff attending feel they are growing in knowledge and confidence. | Nurture Programme to continue to be completed.  Boxall to be maintained as a method of recording progress in social and emotional development.  More pupils to access the nurture facility in the next year increasing the impact across school. | £7500 |
| Support with attendance and site issues. Specialist focus on behaviour Improvement in attendance in road safety. | PC Rickard | Police family liaison officer has been able to offer an insight and support vulnerable families with various issues. | PC Rickards SLA to be maintained and her hours utilised in the same way as this was deemed effective. Communication with PC Rickard to be improved through the use of CPOMs. | £3000 |
| More focused pupils who have improved behaviour and standards.  To aid with the transition from the infant school | Forest Schools & Parent Involvement Sessions Immersive outdoor experiences and learning to provide stimulating curriculum for lower school | Forest school has been successful in engaging more male carers. Transition from infant school has also been improved with tester sessions prior to attending and then lesson building the children’s team skills as a class. | Maintain Forest school | £5000 |
| Increased attainment in Phonics, Reading, Writing and Maths. | Small group intervention phonics, reading, writing and maths. Individualised support at all levels. Small group work to extend pupils skills. | Interventions have not been run effectively due to behavioural needs in school and so generally impact has been low.  First class at number has shown good progress and rainbow words has shown good progress against individual targets set on OPP. | Intervention planning to take account of staffing so that staff should be able to run their intervention consistently.  Repeat interventions proved to have good impact if the children’s needs warrant it. | £3000 |
| 1. **Other approaches** | | | | |
| **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** |
| Additional daily reading to develop reading skills. Providing a subsidised healthy breakfast ensure pupils start the day in a positive way.  Improved PP pupils attendance  Pupils demonstrate a positive attitude to learning. | Breakfast Club\* | Uptake of pupil premium children was good although not always sustained.  Teacher reported that pupils attending breakfast club attend class ready to learn and more alert. | Breakfast club attendance to be reviewed each half term and specific pupils invited/offered subsidy in line with attendance issues. | £3000 |
| Improved PP pupils attendance  Pupils demonstrate a positive attitude to learning. | Sports professionals to deliver extra-curricular activities, focusing in on vulnerable PP children.  Afterschool sports clubs to be provided at a subsidy. | Pupils were motivated by the Sports professionals and when used as a reward this supported several pupils to attend more consistently. | Similar provision can be facilitated in house at a cheaper rate through the employment of a specialist HLTA. | £9000 |
| Improved parental support allowing and encouraging parents to better support their children’s learning out of school | Various parent workshops in varied learning areas.  Parental Engagement award. | Parental Engagement award achieved. Parental involvement in workshops was monitored and showed an increase in uptake. | Continue to monitor uptake of interventions to ensure that parents from all vulnerable groups are being catered for. Parental questionnaires to be developed further to support school developments. | £20000 |
| Extending experiences and building confidence. | Subsidised Trips | Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities. | This has been successful however not all Pupil premium children attended the visits and so a way of providing experiences in school to ensure access to all needs to be considered. | £1000 |
| Records show pupils complete homework regularly. Pupils meet targets.  Develop self- confidence and self -esteem. Promote positive attitudes to school. | Extending learning time. Weekly homework sessions to support pupils in building on work completed in class Provide extra-curricular activities for pupils to promote enjoyment outside of the school day. | Pupils accessing homework club did have improved consistency in completing homework regularly and to a good standard. | Many pupils attending homework club were not eligible for pupil premium. Next time the club is run invites to pupils were homework completion is a concern may ensure the correct pupils are targeted. | £3000 |
| To ensure a safer and more effective process of recording CP and SEND incidents.  Secure monitoring of child protection, safeguarding and wider student pastoral welfare for schools | CPOMS | Effectiveness of safeguarding procedures was increased for all staff encouraging everyone to take ownership of the responsibility. This allowed for more timely working. | Maintain the use of CPOMS.  Refine the categorisation to improve record keeping further. | £660 |
| Extending experiences and building confidence. Increased self-confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities. | Subsidise enrichment activities e.g. gardening groups workshops (Dogs trust), storytelling, theatre productions etc) | Activities were used as a motivator for children and supported learning in the classroom. Pupil voice questionnaires showed that pupils felt these activities and were fun and supported their learning in class.  Teachers felt they supported children’s social and emotional learning effectively. | Subsidised enrichment activities to continue. | £1000 |
| 100% of pupils make expected levels of progress in year | Mathletics and reading eggs | Usage shows that pupils accessed both programmes outside of school supporting their learning further. Records created from the programmes show that pupils made progress over the year.  Not all pupils made expected levels of progress. | Continue the programme subscriptions. Teachers to monitor the impact at least termly to target pupils more specifically. | £1000 |
| Pupils are able to access appropriate interventions with little time wasted. | ICT resources: Purchase chrome books and extra ipads to ensure that above interventions can take place. | Chrome books purchased and have a positive effect on uptake of ICT interventions. | Further equipment chrome books/ ipads to be ordered allowing all year groups to have their own. | £1240 |
| Inspired children who take pride in their appearance and environment | Provision of full school uniform to raise aspirations of all pupils and create a positive work ethic | Pupils show great pride in their presentation and can verbalise the importance making a good first impression | Continue to promote full uniform and subsidise where necessary. | £3200 |
| Healthy lifestyle | Provision of Water Bottles with the school emblem. | All children now have access to a water bottle and therefore are able to rehydrate throughout the day. | This has been a successful intervention but does not require repeating- children then need to take responsibility for maintaining this following the launch. | £900 |
| Inspired children who take pride in their appearance and environment | Value Awards/ Assemblies and Resources | Value assemblies have been successful in helping raise children’s aspirations. Pin badges given in these have also helped maintain this. | Value assemblies will continue and pin badges will continue to be awarded. Cost of doing this should be less as some resources will not need to be purchased again. | £2000 |
| To continue improve the learning environment for children to impact reading results though school.  Increased reading results for the whole school | Library / ICT suite | Reading results through school were not improved however the love of reading has improved and this was seen through pupil voice questionnaires. | Library to be maintained and used weekly by all children. | £7,000 |
| Inspired and aspirational learners | Productions in school Immersive curriculum experiences which act as a hook for children’s future learning | Children were engaged through the productions and outcomes in books following this showed some impact. | Some productions to be maintained. Links to curriculum and timing to be considered in order to maximise impact. | £2000 |
| Children in school are provided with a global learning curriculum and awareness of the world around them | Sweet Charity Project Link to Gambia for Global Learning and support to the link school and pupils | Children are more aware of the similarities and difference between their community and those around the world including Gambia. | International link to be maintained | £1000 |
| Increased self -confidence greater independence, better team working and collaborative skills. Opportunities to capture pupils’ imagination and provide greater opportunities | Residential-Subsidised payment to increase Global learning for Yr 6 pupils and independence of year 5 pupils. | Uptake of pupil premium children for the residential was not as high as expected however those who did attend benefitted greatly. | Subsidy offer to be maintained. Communication with PP parents to be improved to try and increase uptake. | £2000 |
| Inspired children who take pride in their appearance and environment | Value Awards – Ambassador and Prefects To raise aspirations of all pupils and create a positive work ethic | Pupils have responded well to having the opportunity to achieve a role of responsibility- this has had a particularly positive effect on pupils with SEMH needs. | Roles of responsibility such as prefects to be maintained. | £500 |
| Highest results in 3 years | Graduation of Year 6 Pupils | Pupils did not achieve the highest results in three years. Graduation did have a positive effect in motivating vulnerable pupils in regards behaviour and also encouraged parental engagement. | Graduation to be maintained but a free venue to be established to reduce cost. | £2500 |
| Musical abilities of pupils to be fostered allowing children to build a talent. | Wider Opportunities Music | Pupils enjoyed whole class music lessons with a specialist and a progression in skills and performance technique could be seen. | Specialist music lessons with wider opportunities in music to be maintained. | £300 |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |