|  |  |
| --- | --- |
| **Total number of pupils in the school:** | **368** |
| **Number (%) of PP eligible pupils:** | **89 (24%)** |
| **Amount per pupil:** | **£1320** |
| **Total pupil premium budget: *2017/8 figure*** | **£117,480** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Quality Teaching for All** | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | **Outcomes** |
| **To improve overall Teaching and Learning for All pupils, with a focus on in class provision for Pupil Premium.** | In a class of 30 children, not all pupils may access an amount of personalisation or amount of individual feedback which could lead to accelerated progress.  Where teaching is less than good, children will not be making adequate progress.  Teachers may not have sufficient tools to support the needs of PP children in the classroom. | All pupils to make good progress.  Pupil Premium children to make accelerated progress where they are behind target. | In all year groups, the gap between PP and non PP in Reading, Writing and Maths reduces by 50% in each year group. | **For all children across the school:** | **Costs** |  |
| Ben Serruys to release staff for personalised CPD programme (see SDP for further detail). | 1 teacher, 1 day a week £6000 |
| Whole Staff Training on Pupil Premium support (teachers and TAs) to be delivered by KL in the Autumn Term. Impact of this will be evident in monitoring in the Spring Term. | £200 |
| Book Scrutinies once each half term with leaders of learning (AC, TR, JM, CB, JL)  Focus on feedback from book scrutinies to show impact (EEF Feedback, 9 months) | £4800 for releasing Leaders of Learning |
| * NQT and NQT+1 training programme run by BS | £2000 for training materials |
| * TA Training programme run by AL/BS | £2000 for training materials |
|  | **TOTAL ‘Quality Teaching for All’ COSTS: £15,000** | |
| **Lessons Learnt** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reading** | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | **Outcomes** |
| **Improving Reading attainment for disadvantaged children so that it is in line with all pupils.**  **Improving reading progress for disadvantaged pupils so that it is accelerated to ensure children catch up to expected attainment levels.**  **Gaps at Sept 17**  **Y3 Gap -5%**  **Y4 Gap -9%**  **Y5 Gap -24%**  **Y6 Gap +4%** | * Disengagement * Lack of parental support at home, parental literacy issues, lack of role models at home. * Poor vocabulary * Poor spoken grammar * Poor phonics and spelling knowledge * Social needs/home life impact. | Improved engagement, progress and attainment in reading for disadvantaged children. | * Gap in reading attainment between disadvantaged pupils and their peers closed by 50% by summer 2017. * TARGETS * Y3 Gap -2% * Y4 Gap – 5% * Y5 Gap -12% * Y6 Gap +4% | **For all children across the school:** | **Costs** |  |
| Author Talks and Workshops | £300 |
| Accelerated Reader | £2000 |
| Daily guided reading (T) | - |
| Half termly pupil progress meetings with SLT (T/SLT) | - |
| Termly Reading Cafes (T) | £500 |
| Parent Literacy Classes, Spring (LLR) | £500 |
| New Library facility to engage and excite readers. | £2000 |
| Library Visits | - |
| **For specific children;** | **Costs** |
| 1:1 daily reading sessions for all PP children (Y3-6) (comprehension and decoding as required) | £4000 |
| Library workshops with Norfolk Library Service once a term | - |
| Additional Library sessions each week – group of PP to attend library for ‘Love of Reading’ session. | - |
| Directed intervention for target groups of children working behind expected or not making expected progress, three times a week (Y3-6) | £4000 |
| Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teaching staff) | - |
| Reducing class sizes for Year 5/6. SLT to teach most vulnerable sets in Year 5 and Year 6 (EEF Reducing class sizes, 3 months). | £7719 |
|  | **TOTAL READING COSTS: £21,019** | |
| **Lessons Learnt** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Writing** | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | **Outcomes** |
| **Writing**  **Improving Writing attainment for disadvantaged children so that it is in line with all pupils**  **Accelerated Writing progress for disadvantaged pupils to ensure children meet expected attainment levels**  **Improving SPAG attainment for disadvantaged children so that it is in line with all pupils**  **Accelerated SPAG progress for disadvantaged pupils to ensure children meet expected attainment levels**  **Gaps at Sept 17**  **Y3 Gap -12.2%**  **Y4 Gap -9%**  **Y5 Gap -41%**  **Y6 Gap -4%** | * Disengagement * Lack of parental support at home, parental literacy issues, lack of role models at home. * Poor vocabulary * Poor spoken grammar * Poor phonics and spelling knowledge   Social needs/home life impact. | Improved engagement, progress and attainment in writing and SPAG for disadvantaged children. | * Gap in writing attainment between disadvantaged pupils and their peers closed by 50% by summer 2017. * Gap in writing progress between disadvantaged pupils and their peers closed by 50% by summer 2017.   TARGETS  Y3 Gap -6%  Y4 Gap -5%  Y5 Gap -20%  Y6 Gap -2% | **For all children across the school;** | **Costs** |  |
| Teach writing composition strategies through modelling and supported practice. (EEF recommendation, Improving Literacy at KS2. This is also the writing focus being worked on with our school through the EAT central Team.) | - |
| Home Learning support through SLT homework club. | - |
| Big Writing Initiative | £400 |
| Half termly pupil progress meetings with SLT (T/SLT) | - |
| Parent Literacy Classes, Spring (LLR) | £500 |
| **For specific children;** | **Costs** |
| 1:1 daily teacher/TA support for writing sessions (within English lessons) for all PP children (Y3-6) | - |
| BeLong Project – Houghton Hall Trip with writing lead to be used as a springboard for a writing group (20 children) | £2200 |
| Directed intervention for target groups of children working behind expected or not making expected progress, three times a week (Y3-6) | £4000 |
| Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teachers) | - |
| Detail to be added once an impactful intervention strategy is found. | £3000 |
| Reducing class sizes for Year 5/6. SLT to teach most vulnerable sets in Year 5 and Year 6 (EEF Reducing class sizes, 3 months). | £7719 |
|  | **TOTAL WRITING COSTS: £17,819** | |
| **Lessons Learnt** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Maths** | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | **Outcomes** |
| **Maths**  **Improving Maths attainment for disadvantaged children so that it is in line with all pupils**  **Improving Maths progress for disadvantaged pupils so that it is accelerated to ensure children catch up to expected attainment levels**  **Gaps at Sept 17**  **Y3 Gap -14.5%**  **Y4 Gap -17%**  **Y5 Gap -17%**  **Y6 Gap +22%** | * Disengagement * Lack of parental knowledge of calculation methods. * Parental maths phobia and lack of home support. * Social needs/home life impact. | Improved engagement, progress and attainment in maths for disadvantaged children. | * Gap in maths attainment between disadvantaged pupils and their peers closed by 50% by summer 2017. * Gap in maths progress between disadvantaged pupils and their peers closed by 50% by summer 2017.   TARGETS  Y3 Gap -7%  Y4 Gap -8%  Y5 Gap -8%  Y6 Gap +22% | **For all children across the school;** | **Costs** |  |
| Half termly pupil progress meetings with SLT (T/SLT) | - |
| Parent Numeracy Classes, Spring (LLM) | £500 |
| Maths Cafes for parents once a term | £500 |
| Big Maths Initiative | £2000 |
| Home Learning support through SLT homework club. | - |
| **For specific children;** | **Costs** |
| 1:1 daily teacher/TA support for Maths sessions (within English lessons) for all PP children (Y3-6) | - |
| Weekly additional CLIC/Beat It sessions for all PP children (Y3-6) | £4000 |
| Directed intervention for target groups of children working behind expected or not making expected progress, three times a week (Y3-6) | £4000 |
| Y6 1-1 Booster Sessions (Y6 only, 12 weeks x 1 hour sessions with teaching staff) | - |
| Reducing class sizes for Year 5/6. SLT to teach most vulnerable sets in Year 5 and Year 6 (EEF Reducing class sizes, 3 months). | £7719 |
|  | **TOTAL MATHS COSTS: £18,719** | |
| **Lessons Learnt** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Enrichment** | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | **Outcomes** |
| Enrichment Activities  Providing access to enrichment activities which lead to development of knowledge, skills and understanding across the curriculum in relation to SMSC. | * Weak general knowledge and knowledge of life in modern Britain. * Little or no access to SMSC enrichment activities, many children have never been to the theatre or outside of the county. * Historical family low aspirations. * As a result of the above children have limited life experiences and general knowledge to draw on to support in literacy maths and the wider curriculum. | Improved engagement, progress and attainment in literacy and maths and other curriculum subjects for disadvantaged children.  Children can apply knowledge across the curriculum.  Development of vital moral, social, cultural and spiritual skills in preparation for life in modern Britain. | * All children to take part in at least 2 enrichment activities across the academic year. * Gaps in progress and attainment in maths and literacy between disadvantaged pupils and their peers reduced by summer 2017. | **For all children across the school;** | **Costs** |  |
| A wide range of after school provision providing at least one club each day. | - |
| Access to the Children’s University scheme | - |
| Breakfast Club and Wake Up Shake Up club. | - |
| Creative curriculum ensures 7 key elements engage children with the curriculum and enrich the topics – a class book, a visiting expert, a school trip, a cooking event, outdoor learning, a Wow Starter and a final outcome! | - |
| Weekly Enrichment activity for every class with the purpose of inspiring and engaging in areas outside the curriculum. | £200 |
| **For specific children;** | **Costs** |  |
| Forest school  Y3 Aut 1, Spr 1, Sum 1 Y4, Y5 Aut 2, Spr 2, Sum 2 | Forest Schools £8877 for staffing costs and resources |
| Broadening Horizons workshops | £3000 (SP) |
| Subsidised after school clubs | Two free places available in every after school club, funded by PP budget. More to be allocated if these spaces are filled. £1000 |
| Subsidised school trips | £1000 |
| Free breakfast club (using PP money) staffed by school staff with appropriate educational tasks to start the day. (Teaching and Learning Toolkit – extending school day + 2 months). | £1000 |
| Subsidised ‘Wake up Shake Up’ | £3076 for 40 weeks |
| Subsidised Children’s University subscriptions | £1000 |
|  | **TOTAL ENRICHMENT COSTS: £18,053** | |
| **Lessons Learnt** | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Readiness to Learn** | | | | | | | |
| **Focus** | **Barriers to Learning** | **Desired Outcome** | **Success Criteria** | **Proposed Strategies**  **(by whom (T/TA/SLT/LL/YL)), when with costs)** | | | **Outcomes** |
| **Improving children’s readiness to learn. Including understanding the 5Rs and improving their mindset.**  **Improve attendance for Pupil Premium Children to above National figures.**  **2016 figures**  **CJS – PP 94.54%**  **CIS – Non PP 96.36%**  **GAP – 1.82%** | * Children arrive at school late or without breakfast. * Children are without suitable uniform including PE kits. * Separated families meaning children stay with different parents at different times leaving equipment, clothes, homework etc * Fixed learning mindset * Lack of family support * Travelling families away for long periods of time * Separated families meaning children stay with different parents at different times * PP children are more likely to move schools in year hence transitions can prove more difficult. * Understanding the barriers to PP children is in itself a barrier, until the child’s indivudual needs are established and addressed. | Children arrive in school on time and ready to learn with basic needs met.  Children have a positive mindset to learning and are ready to take risks and make mistakes.  Attendance of pupil premium children meets national expectations at minimum and exceeds expectations at best. | Barriers to learning are addressed and at least 75% of targets set for PP children are met in Year 1.  Monitoring of Thrive and Forest Schools programmes show individual progress on social and emotional scaled scores.  Improvement of attendance levels for PP and non PP. For the gap to be reduced by 1.5% at CJS. | **For all children across the school;** | | **Costs** |  |
| Continue with strict implementation of the Attendance Policy and half termly attendance monitoring. | | - |
| Reward good attendance through certificates and termly raffle prizes. | | - |
| Half termly school vision focus. | | - |
| Termly 5Rs and learning mindset lessons. | | - |
| **For specific children;** | | **Costs** |
| Full analysis of each pupil’s need to be carried out in Autumn 1 with actions in place to begin in Autumn 2. Actions and impact to be tracked half termly by PP lead. (EEF Individualised Instruction, 2 months. Concern from EEF about the time needed to complete this could be detrimental to impact on pupils hence PP lead to complete this and manage/monitor the programme). | | £3000 |
| Follow up intervention from Pastoral Teams. This will include an assessment of behaviour, attendance, social skills and parental engagement. (SLT) | | Staffing of Pastoral Care £12,352 |
| Thrive Intervention to tackle social and emotional difficulties. (SLT) | | Thrive and Family Thrive £3000 |
| Family Thrive to run for families identified as needing support. (SLT) | |
| To involve external agencies with families who have been identified as needing additional support. (KB) | | £1500 |
| Joy of Food course, and other parent courses to be offered to PP families. | | £2962 |
| To aid transition of pupil premium children from Infant to Junior School. (T) | | £1000 |
| To improve learning behaviours of PP children through monitoring and intervention by Vice Principal through the behaviour policy. | | £5000 |
| To introduce the mentor programme for PP children whose attendance falls below 90%. | | - |
|  | | **TOTAL READINESS TO LEARN COSTS: £28,814** | |
| **Lessons Learnt** | | | | | | | |
| **TOTAL COSTS** | | | | | | | |
| **AREA OF SUPPORT** | | | | | **COST** | | |
| **TOTAL QUALITY OF TEACHING FOR ALL COSTS** | | | | | **£15,000** | | |
| **TOTAL READING COSTS** | | | | | **£21,019** | | |
| **TOTAL WRITING COSTS** | | | | | **£17,819** | | |
| **TOTAL MATHS COSTS** | | | | | **£18,719** | | |
| **TOTAL ENRICHMENT COSTS** | | | | | **£18,053** | | |
| **TOTAL READINESS TO LEARN COSTS** | | | | | **£28,814** | | |
|  | | | | | **£119,424** | | |