

Coalway Community Infant School

Pupil Premium Strategy 2016-17 & Review (September 2016-July 2017)

N.B. This plan was re-drafted in January 2017 in the light of the recommendation to use this particular format/review process in the updated OFSTED Schedule. Its content is written for the academic year 2016-2017 (September 2016 –July 2017) although its funding straddles two financial years (April 2016-March 2017 and April 2017- March 2018). The 2016-17 financial year funding is used to support delivery of this 2016-17 academic year Pupil Premium plan and the 2017-18 financial year funding will be used to fund the 2017-18 academic year plan.

Our original 2016-17 Pupil Premium plan followed a different format, however, we have transferred the content (outcomes and actions/approaches) to this plan.

1. Summary information					
School	Coalway Community Infant School				
Academic Year	2016-17	Total PP budget	£62,340	Date of most recent PP Review	September 2017
Total number of pupils	168	Number of pupils eligible for PP	47	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least the expected standard in reading at the end of KS1	67%	78%
% achieving at least the expected standard in writing at the end of KS1	67%	70%
% achieving at least the expected standard in maths at the end of KS1	83%	77%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	A significant proportion of children enter school with levels of development which are below age related expectations in the areas of Communication Language & Literacy, Reading, Writing & Mathematics in particular (and PSED scores for 2015 & 14 cohorts). Low scores in other areas of learning on entry to school reflect PP pupils' lack of experiences/opportunities outside of school.
B.	Pupils need additional support and intervention to narrow the achievement gap and accelerate rates of progress in English and Maths, including progress in the development of their phonic skills. (The percentage of PP pupils achieving at least the expected Phonics standard at the end of Year 1 in 2016 was 53%).
C.	The percentages of PP pupils who attain exceeding levels by the end of KS1 are low.
D.	There are high levels of SEND among pupils eligible for PP in some year groups and some pupils present with other vulnerabilities and require additional emotional support.
External barriers <i>(issues which also require action outside school)</i>	
E.	A significant number of PP families face challenges at home or within their family situation. Support from school staff helps with particular issues and the general pressures/stresses of family life.
F.	A significant proportion of PP pupils do not consistently practice Reading at home.
G.	Attendance and punctuality rates can fluctuate and require careful monitoring. Some pupils' historical poor attendance (including lack of pre-school) has affected their educational progress.
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	
Success criteria	

A.	PP children make good progress in acquisition of oral language (CLL), Reading, Writing and Maths skills in their Reception year and maintain this throughout KS1.	<p>Year group tracking data demonstrates improved skills at key points; PP pupils make at least good progress.</p> <p>PP Pupils increasingly meeting age related expectations in CLL, Reading, Writing, Maths at EYFS, Y1 & end of KS1. Y1 Phonics test attainment improved.</p>
B.	Pupils receive appropriate and additional support to enable them to make accelerated progress in English and Maths and achieve in-line with non-PP pupils by the end of KS1 (taking into account pupils with SEND needs).	<p>To secure greater levels of progress in English & Maths. Tracking data shows PP pupils make better than expected rate of progress.</p> <p>Gap narrowed between PP and non-PP pupils. Similar scores for ARE between PP and non-PP (taking account of learning difficulties/SEND)</p> <p>Y1 pupils to meet national expected level in Phonics. Y2 pupils to meet ARE in Reading, Writing & Maths.</p>
C.	A greater proportion of PP pupils will attain beyond nationally expected levels in English and Maths by the end of KS1, with pupils demonstrating depth of application of skills.	More PP pupils will attain above ARE in Reading, Writing & Maths by the end of Y2.
D.	PP pupils who face challenges at home will receive effective support for themselves and their parents, to reduce/overcome barriers to learning.	<p>Chronologies and case studies will demonstrate the impact of individual and family support. Pupils and parents are supported. Family life improved. Attendance raised. Improved parental engagement.</p>

Review of Pupil Premium Initiatives & Expenditure Academic year 2016-17

N.B. The initiatives detailed below were initially set in September 2016 and re-drafted in January 2017 in line with the new OFSTED-required format. Hence, we envisage that some targets will continue into next academic year.

Chosen action/approach	Rationale for Choice	Estimated impact Did we meet the success criteria?	Lessons learned (and whether you will continue with this approach) ref. impact/implementation	Cost
<p><u>Pupil Interventions</u></p> <p><u>Y1/2 Precision teaching:</u> Teacher or TA intervention for targeted pupils within Year 1 & 2</p> <p>Precision teaching used to target specific gaps in learning within English and Maths.</p> <p>1:1 or 1:2 Interventions provided by Teacher/TA and focused on under-achieving pupils of all abilities in English & Maths</p>	<p>Proven success of this approach – accelerated progress evident.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support. Specific gaps in learning targeted.</p> <p>School priority focus on acquisition of English & Maths skills.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>Needs were identified early and interventions established which targeted gaps in learning (specific English & Maths skills).</p> <p>Levels of intervention secured greater levels of progress in English & Maths for PP pupils. The progress of this group was above expected rates in both Y1 & Y2.</p> <p><i>Y1 Progress data</i> Reading: 27% of PP pupils were at ARE in Sept, which rose to 56% by end T6. 9% were above ARE in Sept; 17% by T6. Writing: 46% at ARE in Sept, 43% end T6. O pupils were above ARE in Sept which improved to 21% by end of T6. Maths: 35% were at ARE Sept, 50% T6. Above ARE 9% Sept, 29% T6.</p> <p><i>Y2 Progress data</i> Reading: 18% at ARE % Sept, 28% end T6. Above ARE 6%, T6 28%. Writing: 24% at ARE Sept, 45% end T6. No pupils were above ARE in Sept, 17% end of T6. Maths:</p>	<p>Interventions ranged from 1:1 to small group, with both T & TA's leading these. EEF stresses the improved success of 1:1 or 1:2 targeted work as opposed to small group – PP plan next academic year to focus on this emphasis. Also, aim to increase the amount of T led interventions in 2017-18 and establish whether this improves the impact of interventions.</p> <p>There needs to be a significant difference in the amount of intervention received by PP and non-PP pupils to narrow the gap – however, as a school non-PP pupils also receive significant support, which is our agreed approach to meet HA needs and ensure challenge. Staff to consider this balance.</p> <p>Targets are required in next year's plan to improve Phonics outcomes for PP pupils in Y1&2 to ensure that these pupils meet national expectations by the end of the year. Staff review & CPD to be incorporated; whole school focus reqd.</p>	<p>TA costs: 3hrs per week per Y1 & 2 class</p>

		<p>24% at ARE Sept, 56% T6. 6% above ARE Sept, 17% T6.</p> <p>Progress in closing the gap was particularly good within Writing in Y1 & Y2. In Y2 a minimal gap was evident at ARE to non-PP pupils, however this gap was greater above and below ARE. .</p> <p>There was a significant drop in attainment in the Y1 Phonics test. 36% of PP pupils met the standard compared to 53% in 2016. High levels of intervention will need to continue with this cohort to improve outcomes by the end of Y2. Data shows that the incoming Y1 PP pupils will also require significant phonics intervention.</p> <p>SATs 2017: 70% met ARE in Reading, 60% in Writing & 70% in Maths. The Y2 cohort included a high percentage of SEND pupils (some with significant BESD), which accounts for differences in attainment/progress.</p>	<p>SLT to monitor interventions & analyse rates of progress more frequently next year. Introduce PP champions to monitor <u>individual's</u> progress more specifically (monitoring as a PP group to remain as is).</p>	
<p><u>EYFS</u> Precision teaching: 1:1, 1:2 or 1:3 targeted TA intervention to establish early skills and attitudes for learning (characteristics of learning) and to target specific gaps in CLL,</p>	<p>Focus on establishing essential key skills and attitudes at the earliest opportunity.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support. Specific gaps</p>	<p>Needs were identified early and interventions established which targeted gaps in learning. Inclusion in interventions altered during the year.</p>	<p>More 1:1 or 1:2 interventions took place than in KS1. As above, consider increased input from the T rather than TA's to maximise impact.</p>	<p>3 hours TA support per week per EYFS class</p>

<p>Reading, Writing & Number areas of learning. Interventions to include Speech & Language Therapy and Fizzy.</p> <p>Intervention to include pupils below ARE at any assessment point in the year</p>	<p>in learning targeted to reduce gap in learning on entry to school.</p> <p>Proven success of this approach & these interventions – accelerated progress evident.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+8 months) Mastery Learning (+5 months) One-to-one tuition (+5 months) Early years intervention (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>A significant amount of work focused on Number, Reading & Writing – SDP target.</p> <p>Data evidences an improvement in scores - Characteristics of learning, Literacy & Number skills and social, emotional and behavioural skills. More pupils have the vital initial building blocks of learning in all areas.</p> <p>55% PP pupils attained a Good Level of Development in 2017 compared to 46% the previous year.</p> <p>The PP group's rate of progress was above expected rates, accelerated by pupils' increased competence.</p> <p>Improvements were noted in the proportion of pupils meeting ARE in CLL, Reading, Writing & Number. 56% were below ARE in Reading, Writing & Maths on entry to school. This improved to 44.4% in Reading by the end of T6, 33.3% in Writing and 22.2% in Maths, indicating good progress for the less able PP.</p> <p>As a PP group, PP pupils made more progress than non-PP pupils in Writing and Maths and less progress than non-</p>	<p>2017-18 plan to consider ways of improving parental support so pupils consolidate their learning at home. Consider texting parents & 'stay & play' sessions.</p> <p>Despite PP pupils' making significant progress, staff are to continue to focus on increasing the percentage of pupils achieving exceeding levels of attainment, particularly in Writing. There is still a large proportion attaining ARE standard. SLT and EYFS staff to monitor the more able PP pupils closely in 2017-18 to ensure challenge.</p>	
---	--	---	---	--

		<p>PP pupils in Reading, although progress was significant for both with the latter.</p> <p>Closing the gap was successful in Writing in particular, with a closer difference in attainment between PP and Non-PP by the end of T6 (8% gap in Writing, 15% in Maths, 29% in Reading.</p>		
<p>Employment of TAs to deliver specific 1:1 and small group interventions within all classes (for pupils below ARE or who are not making sufficient progress based on our assessment data and prior KS attainment).</p> <p>Interventions to include: Phonics, Reading, Maths boosters, Read Write Inc., 1:1 Reading, Fizzy, Speech & Language Therapy</p>	<p>To secure greater levels of progress in English & Maths and raise attainment.</p> <p>School priority focus on acquisition of English & Maths skills – all levels of challenge.</p> <p>Proven success of this approach which is embedded in teaching and learning.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) Reading comprehension strategies (+5 months) Collaborative learning (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+2 months) Teaching assistants (+1 month)</p>	<p>The majority of work was small group work, which increased breadth of impact. The full range of interventions listed took place to target various specific needs.</p> <p>BESD 1:1 support required within Y2 impacted on intervention plans throughout the year, as did FSW absence.</p> <p>Interventions secured greater levels of progress in English & Maths, demonstrating positive impact of this approach – see data above for EYFS & KS1. Pupils also developed an increased sense of confidence and independence when attempting skills. Phonics to be a focus next year.</p> <p>Gap still exists between PP and non-PP pupils, although this narrows by the end of KS1.</p>	<p>TA CPD programme 2017-18 to include Phonics.</p> <p>Interventions for Phonics to be reviewed and prioritised.</p> <p>Introduce Talk Boost as a new intervention in Y1&2.</p> <p>Use of Ipads within intervention work to be increased next year – CR & SLT to review software options, including Phonics.</p>	<p>TA 5 hours per week per class – all classes</p>

		Proportions meeting ARE in English & Maths – see data above.		
<p><u>Year 1</u>: Implementation of Talk Boost programme for targeted pupils in KS1</p> <p>TA targeted intervention x3/wk for pupils below ARE and fitting baseline assessment requirements.</p>	<p>Early identification of speech and language difficulties and provision of strategies for support.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Oral language interventions (+5 months) Feedback (+8 months) Meta-cognition (+8 months) Mastery Learning (+5 months)</p>	<p>This intervention has not yet been introduced.</p> <p>All Staff received training (T & TAs) June 2017 in preparation for introduction <u>within Y1 & 2</u> in September. Staff skills and knowledge further developed.</p> <p>Resources purchased in readiness.</p>	<p>Introduce next academic year – in both Y1 & Y2.</p> <p>Baseline assessments to be completed September 2017. Programme to run thereafter. (TA 2hrs/wk per group of 4 pupils - 10 week programme).</p>	<p>Training cost of £700 costed to 2017-18 PP budget</p> <p>Resource cost £485 per year</p>

	Collaborative learning (+5 months) Small group tuition (+4 months) Teaching assistants (+1 month)			group = £970
<p><u>Year 2</u>: Reading Comprehension programme</p> <p>Targeted children will be supported in developing their Reading comprehension and depth of learning skills.</p> <p>Teacher/TA Guided Reading groups x1/wk to develop ability-related comprehension skills. Use of Bloom's questioning.</p>	<p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Reading comprehension strategies (+5 months) Oral language interventions (+5 months) Feedback (+8 months) Meta-cognition (+8 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Small group tuition (+4 months) Teaching assistants (+1 month)</p>	<p>Very successful – ran all year.</p> <p>Accelerated progress & closing of gap evident. 5 PP pupils achieved beyond ARE level within SATs at end of year, with 70% meeting ARE.</p> <p>Significant value added was evident for this cohort as 0% of PP pupils were working at ARE on entry to school.</p> <p>Reading comprehension skills were certainly challenged and extended for all PP pupils.</p> <p>The introduction of Bloom's questioning proved a successful approach to developing greater depth skills.</p>	<p>Continue next year. Introduce within Y1.</p> <p>Use of Bloom's questioning very successful – embed in 2017-18.</p> <p>Additional guided reading books weren't purchased – staff felt there was not a need. Consider again in 2017-18.</p>	TA 2 hrs per week per Y2 class
<p>Daily reading for vulnerable children</p> <p>All pupils who need to be heard read daily will receive this support in school.</p>	<p>Proven historical success of this strategy.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Feedback (+8 months) Meta-cognition (+8 months) Reading comprehension strategies (+5 months)</p>	<p>PP provision maps & reading records showed that PP pupils read daily within school.</p> <p>Many PP pupils are either infrequently reading at home or not reading with their parents at home at all. SLT to monitor this more closely next year. Many pupils are also not bringing their reading</p>	<p>This approach to continue next year.</p> <p>Review the balance of T/TA within this – ensure that T's read more frequently than TA's with PP pupils and that reviews are held termly with SLT re. staff Reading progress evaluations.</p>	50 mins per week per pupil: T or TA

	<p>Oral language interventions (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Individualised instruction (+2 months)</p> <p>1:1 time with an adult daily is proven to also improve emotional stability.</p>	<p>books/bags to school daily or practising phonics at home.</p> <p>PP pupils' progress within Reading is detailed within the 'estimated impact' column of the first 2 pupil interventions (data).</p> <p>Proportions attaining the Phonics test standard were low – 36% - and a reduction on the previous year.</p> <p>Proportions achieving ARE expectations in SATS reading were higher - 70% - and an improvement on the previous year.</p>	<p>Consider introduction of a home reading project to engage PP parents more. Incentivise?</p> <p>Staff & SLT to monitor home reading frequency more closely next year and link to PP project/intervention. Termly review required.</p>	
<p><u>Year 1 & 2</u>: Delivery of 'Zippy's Friend's' programme for targeted children in KS1</p> <p>TA targeted intervention x1/wk for pupils below ARE and fitting baseline assessment requirements.</p>	<p>Success of previous intervention. 80% of Y1 children who attended 'Zippy's Friends' 2015-16 improved confidence and emotional resilience but also made ARE attainment and progress in writing.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+8 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Social and emotional learning (+4 months) Small group tuition (+4 months) Behaviour interventions (+4 months)</p>	<p>This intervention did not run as successfully in 2016-17 due to organisational issues and prioritisation.</p> <p>Staff were reliant on 1 trained TA to deliver the intervention across 2 year groups and changes to timetabling/BESD support required in Y2 affected its delivery. Other TAs implemented the programme having received disseminated CPD, however impact was reduced. All staff are therefore to receive CPD 2017-18. Teachers also</p>	<p>All staff to receive CPD 2017-18.</p> <p>Repeat this intervention 2017-18, once CPD has been received, following the programme more specifically. Data collection to be incorporated.</p> <p>T's to reinforce in class (with the whole class) after each session, to maximise impact.</p>	<p>TA 1.5hrs/ wk in Year 2 classes.</p> <p>TA 45mins/ wk in Y1 classes.</p>

	Teaching assistants (+1 month)	<p>need to allocate sufficient time and priority to the intervention.</p> <p>Pupils emotional, behavioural & social skills and understanding were further developed as SEND reviews & PSHE data noted, however, Zippy assessment data was not collected (baseline & at end of programme) so data is not specific enough.</p> <p>Repeat 2017-18, once CPD has been received, following the programme more specifically. Data collection to be incorporated.</p>		
<p align="right">Pupil Interventions totals: TA costs £43,496 Resources £970</p>				
<p><u>Family/Parent Support</u></p> <p>To provide parents with access to early intervention and support.</p> <p>Family Support Worker/school staff to offer support as required/needed, particularly to vulnerable pupils and their families. Interventions to include parenting/family support,</p>	<p>Improved emotional development and stability linked to cognition.</p> <p>Parental involvement (+3 months) is identified as an effective strategy within the EEF toolkit.</p>	<p>Access to FSW has provided parents & pupils with access to early intervention and support.</p> <p>Case studies, FSW records, CIN/CP/LAC/multi-agency plans demonstrate positive impact on outcomes for PP pupils, their parents & family life. The range of support types as listed have been fulfilled & barriers to learning reduced/overcome. Individual needs have been met.</p>	<p>An additional FSW is to be appointed 2017-18 academic year to bring our capacity back to previous levels.</p> <p>If an appointment is made, the new FSW will require mentoring and a transition period before SDP plans can be re-introduced – this may therefore fall in the 2017-18 academic year or 2018-19.</p> <p>Monthly review meetings to be re-instated between FSWs and SLT.</p>	<p>FSW costs – proportion of salary</p> <p>£7,722</p> <p>Family Links CPD £970</p>

<p>mental health, social, emotional, behavioural, learning support, attendance, referral to external agencies</p> <p>Provision of more intensive programmes of support for families in crisis.</p>		<p>Support has been given largely on an individual basis this year. The long-term absence of one FSW has impacted on the breadth and amount of support possible during the year – support has had to be prioritised at times due to limited hours, with Child Protection needs taking precedence. Teaching staff & HT have also provided support. Furthermore, plans to run programmes of support for parents have needed to be put on hold (SDP targets).</p> <p>Both FSW's attended Family Links training June 2016 – this programme has not been started with parents due to absence of 1 member of staff. SDP plans on hold until new FSW appointed.</p> <p>Liaison & working together with parents remains a strength, however, this approach will be improved further once the school returns to full capacity.</p> <p>Ongoing weekly review, feedback and liaison between SLT, SENCO, FSWs, Class teachers, parents, pupils has continued successfully – monthly reviews to be re-instated between FSW & SLT.</p>	<p>Home Reading and Mental Health Champions Accreditation projects to be supported by FSWs 2017-19.</p> <p>Family Links programme to be introduced 2017-18 following new FSW appointment.</p>	
--	--	--	---	--

<p>FSW/staff to signpost PP parents to local clubs/free events.</p> <p>All pupils to be offered free after school clubs (Y2, LGCC & Wake and Shake).</p>	<p>Parental involvement (+3 months) is identified as an effective strategy within the EEF toolkit.</p>	<p>The FSW and staff have signposted parents to free events & local clubs, enabling access and increasing awareness.</p> <p>Data has not been collected on take-up so impact is unknown (i.e. whether PP pupils have accessed a greater variety of experiences, broadened their horizons, social experiences widened etc.).</p> <p>PP pupils continue to be offered free clubs at school and encouraged to attend. 93% of Y2 PP pupils attended after school clubs offered during 2016-17 (only one PP child did not).</p>	<p>Continue to signpost and offer free clubs in school, however, change the focus to provision of particular experiences/opportunities linked to curriculum work to broaden the social, cultural and academic horizons of our PP pupils: the 'Coalway experiences'</p> <p>Attendance of PP pupils at school Clubs & lunchtime activities to be collected 2017-18.</p>	<p>No cost</p>
<p style="text-align: right;">Parent support £7,722</p> <p style="text-align: right;">CPD £970</p>				
<p><u>CPD</u></p> <p>Staff to receive specific CPD regarding pupils' mental health, emotional literacy, resiliency and attachment difficulties to improve their understanding of these aspects.</p>	<p>Teaching and learning strengthened through development of staff expertise.</p> <p>Improved emotional development and stability linked to cognition.</p> <p>Link to EEF toolkit suggested effective approaches: Meta-cognition (+8 months) Learning styles (+2 months)</p>	<p>A thorough CPD programme has been devised for 2017-18. Securing external CPD in 2016-17 proved difficult – 'in-house' training was completed for T's – CPD 17-18 to include T & TA's.</p> <p>This action to be carried over to 2017-18.</p>	<p>-</p>	<p>CPD costs met through main school budget</p>

CPD total 0				
<p><u>Resources</u></p> <p>To purchase specific additional resources to support interventions:</p> <p><u>Year 1 & 2</u>: Introduction of Numicon to Maths teaching within KS1</p> <p>Purchase of a New Reading Scheme that will appeal to <u>Year 2</u> and boys in particular</p> <p>Purchase of I pads for all classes</p>	<p>Quality Reading comprehension resources and strategies impact significantly on children's progress (EEF).</p> <p>In Mathematics Numicon and other concrete resources are widely and successfully used to develop children's understanding of essential basics such as place value. A vibrant curriculum supported by engaging resources both inspires children and provides context to learning. EEF notes the positive impact of using digital technologies to support learning with younger pupils (+4 months progress).</p>	<p>Numicon equipment was purchased and is in use in all classes. Planned cost: £700 Actual: £678</p> <p>Maths SL booked on Numicon CPD Nov 17 & Feb 18, which will be disseminated to staff to increase impact of its use.</p> <p>New Reading scheme books were purchased to supplement existing (from English budget rather than PP budget due to FSW CPD) – gaps were plugged and breadth extended at specific reading stages. Pupils' interest in reading has been promoted by providing a wider range of books.</p> <p>Pupils & staff are enjoying using these resources – pupils are engaged and inspired in their learning. It is too early to assess whether rates of progress have been accelerated following their introduction – Maths, English & Computing SLs to evaluate next year.</p> <p>15 more I pads were purchased and have been in use for 5-6 months. Use is timetabled, ensuring that all pupils are given the opportunity to use this resource at least once a week. The staff & children love them! Demand is high. Consider purchase of 'class-based' sets</p>	<p>Numicon CPD to be incorporated into staff meeting and TA meeting programmes 2017-18 academic year. Training costs to be added to 2017-18, £160.</p> <p>Maths SL to monitor T use of Numicon & TA interventions 2017-18 to assess impact on pupils' acquisition of skills.</p> <p>English SL to review use of Reading books with staff & assess impact 2017-18.</p> <p>Computing SL to evaluate use of I pads in class teaching & interventions 2017-18, and their impact.</p> <p>Governors & SLT to consider & financially plan for purchase of additional I pads.</p> <p>CR to ensure APPs are installed and evaluate additional options, especially for Maths & English.</p>	<p>Numicon £678 resource cost</p> <p>I pads £4980</p> <p>General resources (English, Maths, Computing) £700</p> <p>PALS resources £250</p>

		to maximise learning impact. APPs need to be extended to keep learning 'fresh'.		
<p style="text-align: right;">Resource total £6,608</p> <p style="text-align: right;">CPD total £0</p>				
<u>Attendance monitoring/ support</u> Dedicated Administrator & SLT monitoring time. Importance of regular attendance/punctuality promoted to parents. Liaison with families enabled. Provision of support/advice via SLT, FSW. Improvements recognised/ rewarded.	Improved attainment is promoted by good attendance. EEF toolkit link- Parental involvement (+3 months)	Daily attendance monitoring, phoning & texting continues to work well. Weekly, monthly & termly data analysis and action is undertaken. Attendance information was distributed to parents at the start of terms 3 & 5 and end of term 6. Attendance awards were produced at the end of terms 2,4 & 6. All systems/processes continue to prioritise and raise the importance of good attendance with parents. The majority of individual pupils' attendance rates were good, which maximised their ability to make progress.	SLT/PP Champions monitoring time to be added each term in 2017-18 PP plan. Evaluate systems for punctuality 2017-18. Consider an incentivised scheme for good attendance/punctuality in 2017-18.	Attendance monitoring averaged at 3 hrs/wk £1,500
<p style="text-align: right;">Attendance total</p> <p>£1,500</p>				

<p>Provision of milk to all PP pupils via the 'Cool Milk at School' scheme.</p> <p>All children in receipt of PP to be offered milk at no cost.</p>	<p>Meeting children's basic needs (Maslow 1954) will help to support their learning, behaviour and emotional development.</p>	<p>All PP pupils were offered milk daily.</p> <p>All children's readiness to learn was improved (and balanced diet supported) by the provision of a nutritious snack (SFVS) & milk (Cool Milk at School) every day.</p> <p>Ongoing provision – Administrators review provision in line with FSM info.</p>	<p>Continue 2017-18.</p>	<p>Provision costs April 2016 - March 2017 £1,074</p>
Cool Milk total £1,074				
TOTAL SPEND £62,340				
TOTAL PP FUNDING 2016-17 £62,340				