

# Pupil premium strategy statement: Bidston Village CE Primary School

1. Summary information					
<b>School</b>	Bidston Village CE Primary				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£262,680	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	384	<b>Number of pupils eligible for PP</b>	203	<b>Date for next internal review of this strategy</b>	October 2019

Current attainment (KS2 2018)			
In 2018 there were 46 pupils in Year 6. <b>31 pupils</b> were eligible for pupil premium. <b>2 of these pupils had EHCPs and were taught in our Inclusion Base.</b>  41% were girls and 59% boys. 30% were on the SEN register, 9% were supported by Social Care Teams at TAF or above and 2 pupils (4%) were Looked After	<i>All pupils</i>	<i>Pupils eligible for PP (2018)</i>	<i>Pupils not eligible for PP (National Average)</i>
<b>% achieving in reading, writing and maths combined</b>	41%	45%	70%
<b>% achieving expected standard in reading</b>	59%	61%	80%
<b>% achieving expected standard in writing</b>	61%	68%	83%
<b>% achieving expected standard in GPAS</b>	74%	71%	82%
<b>% achieving expected standard in maths</b>	70%	65%	81%
<b>progress in reading</b>	+2.2	+2.3	0.03
<b>Progress in writing</b>	+2.0	+3.0	0.03
<b>progress in maths</b>	+2.5	+2.3	0.03

Current attainment (KS1 2018)			
	<i>All pupils</i>	<i>Pupils eligible for PP (2018)</i>	<i>Pupils not eligible for PP (National Average)</i>
<b>% achieving expected standard in reading</b>	52%	54%	75%
<b>% achieving expected standard in writing</b>	54%	61%	70%

<b>% achieving expected standard in maths</b>	59%	61%	76%
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<b>Phonic Attainment 2018</b>			
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	<i>All pupils</i>	<i>Pupils eligible for PP (2018)</i>	<i>Pupils not eligible for PP (National Average)</i>
<b>% achieving expected in Year 1 phonics</b>	70%	59%	83%
<b>% achieving expected standard in Year 2 phonics (cumulative)</b>	84%	86%	N/A

<b>EYFS Attainment July 2018</b>			
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	<i>All pupils</i>	<i>Pupils eligible for PP (2018)</i>	<i>Pupils not eligible for PP (National Average)</i>
<b>% achieving expected GLD</b>	55%	49%	71%
<b>% achieving expected standard in reading</b>	72%	64%	77%
<b>% achieving expected standard in writing</b>	57%	49%	73%
<b>% achieving expected standard in maths Number</b>	70%	64%	79%
<b>% achieving expected standard in maths SSM</b>	83%	78%	82%

% of Children Eligible for Pupil Premium At or above Age Related Expectation -September 2018								
	EYFS (EYPP) 30	FS2 50 pupils	Year 1 54 pupils	Year 2 52 pupils	Year 3 43 pupils	Year 4 52 pupils	Year 5 44 pupils	Year 6 38 pupils
	9 Pupil Premium	25 Pupil Premium	33 Pupil Premium	31 Pupil Premium	28 Pupil Premium	29 Pupil Premium	31 Pupil Premium	29 Pupil Premium
<b>Reading</b>	N/A	N/A	64%	52%	52%	50%	55%	53%
<b>Writing</b>	N/A	N/A	53%	48%	60%	42%	39%	47%
<b>Maths</b>	N/A	N/A	62%	52%	56%	52%	48%	47%
<b>Main priority for diminishing the difference</b>		Phonics (RWI)	Phonics (RWI)	Phonics (RWI)	Reading and Writing	Writing and spelling	Writing and spelling	Writing and spelling

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Poor baselines on entry and a high proportion of SEN/D prevent children eligible for pupil premium from attaining ARE in English and Maths by the end of KS2
<b>B</b>	A high number of children eligible for pupil premium have extremely low levels of language and communication on entry to school
<b>C</b>	Many children eligible for pupil premium have reduced literacy experiences which impacts on Y1 phonics scores and writing attainment across school
<b>D</b>	Many children eligible for pupil premium are affected by social, emotional and mental health issues.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E</b>	A number of children eligible for pupil premium are impacted by a range of family issues requiring support from Social Care Teams at TAF or above
<b>F</b>	A lack of aspiration and/or knowledge from parents/carers of how to support their child's learning impacts a number of children eligible for pupil premium
<b>G</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached.
<b>H</b>	A number of children eligible for pupil premium are affected by poor attendance.
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	All children eligible for pupil premium including those with SEN/D will make expected progress and move closer to ARE in reading, writing and mathematics.
	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.
<b>B.</b>	All children eligible for pupil premium will make accelerated progress in communication, language and literacy
	Baseline data on entry will highlight all children in need of support and this will be addressed swiftly through a language rich environment within EYFS

		and, where appropriate, through targeted intervention using the Wellcomm programme or working with our speech therapist.
<b>C.</b>	All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	Early intervention strategies and parental engagement in early literacy workshops will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.
<b>D.</b>	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through the use of our assertive mentoring files).	A whole school approach to supporting children's emotions will be established and used alongside a range of targeted therapeutic approaches. The 'Seasons For Growth' programme will be provided for those children who have experienced loss or bereavement. This will increase the wellbeing and engagement of all children creating a purposeful learning environment.
<b>E.</b>	The capacity of families to parent their children effectively will be increased through early intervention, close working with all agencies and additional in-school support.	More families will engage with school at an early intervention in order to improve parenting capacity through 1:1 work with our Family Support worker and by engaging in the Nurturing programme. Through effective and efficient partnership with parents and other agencies, families will be supported at TAF reducing the need for engagement with safeguarding and CP teams.
<b>F.</b>	Parents and carers will be supported to enhance their aspirations and develop a greater understanding of how to support their children with homework tasks.	The provision of a range of workshops will provide parents with the knowledge and skills to support their children's behaviour and learning at home
<b>G.</b>	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement	Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural experiences by visits to museums, working with theatre groups and participating in The Peace Proms. All children will learn an instrument in Year 4 and there will be opportunities for children to access further music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided
<b>H.</b>	All children and families eligible for pupil premium will be supported to attend school regularly and on time.	Attendance figures for pupil premium children will improve as a result of targeted support for children, parents and carers

### 3. Planned expenditure

Academic year

2017-2018

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.

#### 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?	Staff lead	When will you review implementation?
<p><b>A.</b> A higher percentage of children eligible for Pupil Premium reaching ARE in maths in all year groups across school</p>	<p>Continue to focus on the development of <b>Problem Solving and Reasoning</b> with an emphasis on whole class teaching of problem solving and reasoning through a consistent approach (moving from concrete through pictorial into abstract).</p> <p>Maths is a focus for whole school development and staff CPD</p> <p>Maintenance of <b>small class sizes</b> to ensure individual needs are met.</p>	<p>Countries at the top of the table for attainment in mathematics education employ a mastery approach to teaching mathematics. A mastery approach supports children to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation to provide 'intelligent practice', which develops conceptual understanding and procedural fluency in parallel;</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Book scrutiny</li> <li>• Pupil voice</li> <li>• Staff discussions/ meetings</li> <li>• CPD sessions</li> </ul>	<p>B Hall J Kennedy</p>	<p>Termly and in July 2019 following results of end of KS1/2 assessments</p> <p><b>BH: £30,000</b></p>

<p><b>B.</b> A higher percentage of children eligible for Pupil Premium reaching ARE in phonics and reading in all year groups across school</p>	<p>Whole school focus on <b>improving the teaching of phonics and reading</b> through participation in DFE funded RWI project (2 years). This will happen through a consistent approach (Read, Write, Inc) in EYFS and KS1 (including catch-up programmes for targeted pupils in Y3/4) together with the introduction of RWI spelling across Key Stage 2.</p>	<p>Phonic standard attainment is below national average. (2015- 68%, 2016- 73% 2017- 73%, 2018-70%).</p> <p>EYFS pupils low baselines in language and communication. Children struggle to hear sounds and to blend and segment orally</p>	<p>Intense support and training from RWI specialist trainer to include:</p> <ul style="list-style-type: none"> <li>• 2 INSET days (Autumn 2018)</li> <li>• 10 development days (2018)</li> <li>• 5 development days (2019)</li> <li>• Appointment and training of Reading Leader KS1</li> <li>• Regular coaching sessions for all EYFS/KS1 staff</li> <li>• Lesson observations</li> <li>• Major focus on assessment and regrouping pupils to ensure maximum progress.</li> </ul>	<p>S Rice-Oxley L Hazeldine N Pugh S Gould-Jones</p> <p>D Lynch</p>	<p>Half termly progress updates</p> <p>Review of phonics progress in Year 1 November 2018 and February 2019 to identify children in need of additional intervention to reach ARE by June 2019.</p> <p>Termly and in July 2019 following results of end of KS1/2 assessments</p> <p><b>Resources RWI £15,000</b> <b>TA Interventions (KS1 pm SW, MJ, KM) :£27,500</b> <b>TA Intervention KS2: (JA/DW) £20,500</b></p>
<p><b>C.</b> A higher percentage of children eligible for Pupil Premium reaching ARE in writing in all year groups across school</p>	<p>Use of a variety of stimuli (including visits, visitors and use of drama for writing) to promote interest and engage children. A consistent approach to the teaching of writing (Talk for Writing) Whole school focus on assessment and moderation to ensure reliable/secure judgements are made by all staff (to include cluster</p>	<p>Writing attainment (ARE ) Sep 2018. Year 1- Year 2- Year 3- Year 4- Year5 Year 6-</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutinies</li> <li>• Learning walks</li> <li>• Staff meetings</li> <li>• Data</li> <li>• Termly moderation meetings</li> </ul>	<p>S Gould-Jones</p>	<p>Termly Progress Meetings</p> <p>Termly and in July 2019 following results of end of KS1/2 assessments</p> <p><b>Professional Services £6500</b></p>
<b>Total budgeted cost</b>					<b>£99, 500</b>
<b>ii. Targeted support</b>					

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?
<p><b>A.</b> Ensure pupils with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in individual plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions and one to one support in reading writing and mathematics. IDL Fresh Start TT Rockstars CLL (Communication and Language) F1 and F2 SRP Read Write Inc Write Away (Y2 and Y4) Social Play and Communications.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on a costed provision map. There will be assessment both before and following all targeted intervention programmes. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>J Cadden</p>	<p>Assessment data will be monitored to ensure that progress is made after each period of intervention. Learning plans will be reviewed each term. Pupil progress meetings each term with SENCO/ Inclusion Manager and Class Teachers.</p> <p><b>JC: £10,000</b> <b>MH: £27,000</b> <b>JG: £25,000</b></p>

<p><b>B.</b> Children eligible for Pupil Premium will be swiftly identified and supported from entry into school to improve speech and language skills which will impact on learning across the curriculum.</p>	<p>(1)Employment of ‘Talk about Town’ speech therapist in order to: a) Develop speech and language skills through one to one work with identified pupils.  b) Work with families to support their children in the development of speech and language.  c)Work with members of staff in the implementation of programmes which accelerate pupil progress in speech and language for identified pupils</p> <p>(2)Employment of TA to target development of speech, language and communication through use of Wellcomm materials.</p>	<p>Pupils enter school at well below national average (80%) in speech and language At the end of EYFS CLL is regularly below national average with many children requiring additional speech and language support Wellcomm Programme in EYFS supports identified learners Talk About Town speech therapy has proved to be extremely effective in supporting development of speech and language</p>	<p>Ongoing discussions and half termly progress reports from speech therapist</p> <p>Termly reports from Wellcomm co-ordinator</p>	<p>C Davies</p>	<p>Annually prior to renewing service level agreement (Talk About Town)</p> <p>Termly reviews with TA delivering programme</p> <p><b>CD: £12,500</b></p> <p><b>Talk About Town: £8,500</b></p>
<p><b>C.</b> Children eligible for Pupil premium with SEN/D will be supported to improve reading, writing and spelling</p>	<p>Orrets Meadow outreach programme. Trained TA to support children with dyslexia. Support for TA, pupils and parents on weekly basis from special school (Orrets) outreach teacher.</p>	<p>Targeted individual support has had a very positive impact on children’s progress, attainment, self-esteem and confidence to read and write. Pupils receiving Oretts Meadow often make accelerated progress by the end of KS2.</p>	<p>Orrets Meadow outreach teacher visits school weekly. She monitors progress and gives advice to TA, parents and pupils. Termly reports provided End of year report for governors</p>	<p>H Henderson L Purser</p>	<p>Annually -following end of year progress report</p> <p><b>HH: £21,000</b> <b>OM Outreach: £6000</b></p>



<p><b>D.</b> Improved support for children with ADHD.</p>	<p>Working with the ADHD foundation to train staff and begin the pathway to becoming an ADHD friendly school.</p>	<p>Improved support will lead to better outcomes for pupils with ADHD.</p>	<p>Whole school training (INSET and twilight session) to support the development of classroom strategies and ways of working with ADHD pupils.</p>	<p>ADHD Foundation</p>	<p>July 2019 to identify progress and future actions for pupils with ADHD</p> <p><b>ADHD Foundation: £500</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£110, 500</b></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>D</b> All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured by monitoring assertive mentoring files.</p>	<p>Children to have access to a range of targeted therapeutic interventions in EYFS, KS1 and KS2 operating alongside a whole school approach to supporting children's emotional well being</p>	<p>Previous experience within school informs that the use of research based therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety and stress, has significantly reduced capacity to promote a calm and meaningful environment for all children</p>	<p>Monitoring will be through evaluating parent and pupil voice questionnaires. Assertive mentoring files together with 'green zone' and merit award (behaviour) statistics will be monitored to ensure that positive behaviour is enhanced across school.</p>	<p>S Gould-Jones</p>	<p>Termly monitoring of assertive mentoring files and green zone award statistics together with learning walks. Review of interventions through pupil voice questionnaires.</p> <p><b>DVJ: £10,000</b> <b>CG: £6000</b></p>
<p><b>E.</b></p>	<p>Utilise the <b>Family support worker</b> in an outreach role in order to</p>	<p>Research has demonstrated that children make good progress in</p>	<p>Monitoring will consist of the evaluation of parent and</p>	<p>B Cowley J Cadden</p>	<p>This strategy will be reviewed by the</p>

<p>Ensure that the capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>support families in early intervention by providing one to one and small group parenting advice (including the Nurture programme) Family support worker to establish and maintain effective relationships with all families requiring additional support in order to enhance and maintain parenting capacity through the TAF process.</p>	<p>school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children.</p>	<p>pupil voice questionnaires. The outcome of outreach work will be evaluated by the Family Support worker and the inclusion manager will monitor and evaluate the outcome of TAF plans and other interventions.</p>		<p>SLT on a termly basis and the outcomes will be reported to the Governing Body on a termly basis.</p> <p><b>BC: £26,000</b></p>
<p><b>F.</b> Parents and children who are eligible for pupil premium will be supported to enhance aspirations and help their children with homework.</p>	<p>Opportunities will be provided in school. Throughout the year, to encourage parents to engage and build confidence. The school will continue to host family learning opportunities (guest speakers etc) and provide training opportunities through workshops.</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents.</p> <p>Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>Monitoring will consist of the evaluation of parent and pupil voice questionnaires following attendance at workshops and other sessions. The outcome of outreach work will be evaluated by the Family Support worker and the Inclusion Manager. The progress and attainment of all children eligible for pupil premium will be enhanced.</p>	<p>B Cowley J Cadden</p>	<p>This strategy will be reviewed termly by the SLT and the outcomes will be reported to the Governing Body on a termly basis.</p> <p><b>See section E budget</b></p>
<p><b>G.</b> To increase the cultural and life experience of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>1a) Provide funding for eligible children in Year 4 and Year 6 to attend residential trips to Barnstondale and Oakland's in order to develop team work and bonding.</p> <p>1b) Provide subsidy funding for a range of visits and visitors in all year groups to inspire and motivate</p>	<p>Outdoor learning has been shown to build self-esteem and health as well as increasing cultural capital. Funding allows all children who wish to participate to do so.</p> <p>Stimulating first hand experiences will ignite children's</p>	<p>Eligible children accessing this support will be logged and monitored. Parent voice and pupil's voice will be used to ensure effective implementation. Senior leaders to accompany trip and liaise with staff to ensure the objectives for the trip are met.</p>	<p>S.Abraham L Hazeldine</p>	<p>This strategy will be reviewed annually with information being gathered from staff and pupils and display books produced following each visit/visitor.</p>

	pupils and to enhance the learning experience.	interests and inspire them to learn.			<b>Barstondale/Oaklands/Trips: £7000</b>
	2. Enable pupils to learn a musical instrument. Develop skills of playing as part of a musical group, developing social skills, team working and awareness of other players. Create performance opportunities in order to build confidence All pupils in Year 4 will continue to learn how to play an instrument through weekly whole class tuition. Children who wish to continue to learn to play an instrument will be supported financially with the cost of instrument hire and small group/ individual lessons	Research shows that both learning to play an instrument and listening to music stimulates the brain and can increase memory. It boosts team skills, teaches perseverance, enhances co-ordination and improves reading, comprehension and maths skills. It sharpens concentration, fosters self-expression and relieves stress.  Our pupils always enjoy learning to play musical instruments and performing for parents and staff/ pupils in school. The majority would never get the opportunity to play an instrument outside of school.	Teachers learn the cornet alongside the pupils so they are constantly monitoring and evaluating the practice of the external music teacher  Music subject leader consults with external provider and staff in school.  Pupil/ parent voice	L Jones (Music subject lead)	Annual review of music provision – planning meetings for forthcoming year (Musical Minds)  <b>Musical Minds: £2500</b>
<b>H.</b> Improved partnerships with parents and carers Improved attendance and punctuality through liaison with parents/carers	Whole school approach to developing good communication with parents/ carers and promoting better attendance/punctuality	School attendance hovers around 95%, with some individual attendance and punctuality issues.	Monitor attendance. Informal feedback from parents. Parent survey.	HT Attendance officer	Attendance – half termly monitoring Termly attendance award assemblies  <b>HR: £9000</b>
<b>Total budgeted cost</b>					<b>£60, 500</b>

4. Review of expenditure				
Previous Academic Year		2017-2018		
i. 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

<p>A higher percentage of children eligible for Pupil Premium reaching ARE in maths and reading in all year groups across school.</p> <p>A higher percentage of children eligible for Pupil Premium reaching ARE in phonics and writing across all year groups.</p>		<p>There was a 6% <b>increase</b> in the number of children eligible for pupil premium achieving Expected level in <b>reading</b> at the <b>end of Y6 in KS2</b>. (55%- 2017 61%-2018).</p> <p>In <b>KS1 reading</b> the percentage of PP children attaining Expected levels stayed at 54% which was the same as 2017.</p> <p><b>In maths 70% of all children attained the expected standard at the end of KS2. This was an increase of 6% on 2017 data.</b></p> <p>In KS2 68% of pupils eligible for Pupil Premium attained ARE in writing. This was a 13% increase on 2017.</p> <p>In KS1 61% of pupils eligible for Pupil Premium attained ARE in writing. This was a 15% increase on 2017.</p> <p>Whilst there was a 3% increase in the overall attainment of the phonics standard, results for disadvantaged pupils dipped by 14% (73% 2017 59% 2018)</p>	<p>The outcomes in 2017 suggest that the focus on reading had an impact on KS2 attainment. The failure to secure improved attainment in KS1 has led to our application to participate in the DFE funded 2 year Read Write Inc project. This was successful and we started the project in September 2018.</p> <p>Problem solving and reasoning will remain a key focus for 2018/2019 as multi-step problems continue to be a problem for our pupils.</p> <p>CPD and a consistent approach to teaching (including targeted support as required for identified pupils) worked well and will need to continue this year. Small groups for teaching of writing also had a positive impact on outcomes.</p> <p>Read, Write Inc approach will provide us with the consistency of teaching across school and enable us to secure improved outcomes for 2019.</p>	<p>See PP report for 2017/2018 for details of costs.</p>
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## ii. Targeted support

<p>Throughout the year targeted support was given to enhance the learning and achievement of identified pupils eligible for Pupil Premium with educational, social and emotional issues which impact on learning and achievement (See pupil premium report 2016/17 for details of targeted support and costs).</p>	<p><b>The strategies implemented by school have had a significant impact upon the achievement and wider development of disadvantaged pupil across the school.</b> Pupils are confident in lessons, behaviour is excellent and pupils relish new challenges.</p> <p>Our excellent adult/pupil ratio means that pupils are taught in small groups by highly experienced and effective staff. PP children are enabled to make accelerated progress. The progress of each pupil is measured half-termly against challenging targets. Under-achievement is identified quickly and support is provided to ensure that the pupil is able to accelerate their progress and achieve their individual targets.</p>
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**More detailed information of expenditure and impact can be found in our Pupil Premium Report 2016-2017**

## 5. Additional detail

In order to be more effective we will take the following actions in the future:

1. The pupil premium strategy statement will be maintained ensuring a strategic approach to pupil premium spending. This will enable school to be specific when evaluating and reporting on the impact of the spending for groups and for individuals. It will also result in improved outcomes and demonstrate value for money. This strategy will be published on the school website in September 2017.
2. The Pupil Premium Champion, Inclusion Manager, Headteacher and members of the SLT will continue to robustly track individuals and ensure that the pupil premium costed provision map is updated each term. Groups and individuals will be discussed in detail at termly pupil progress meetings where strategies will be evaluated and next steps agreed. The Governing Body will receive a written report each term from the Pupil Premium Champion.
3. Support staff will be more strategically employed using the outcomes of pupil progress meetings, the impact of this will be measured in terms of outcomes for children.