



Pupil Premium Strategy Statement and Review

Hucknall National C of E Primary School 2018-19

What is the Pupil Premium?

The pupil premium was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,320 per primary pupil in the current financial year. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care.

How much funding do we receive?

Here at Hucknall National we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers

In October 2018, 74 of our 416 pupils were classified as Pupil Premium. This is 18% of our children (compared to the National average of 26.2% in 2017). This year, each child receives £1,320. A total of £102,906 has been allocated between April 2018 and April 2019. We also received £2,300 for 'Looked After' Pupils. This equates to £105,206. in total.

| Current Cohort of pupils at Hucknall National | Number of pupils | Non-Pupil Premium | Pupil Premium | % Pupil Premium |
|--|-------------------------|--------------------------|----------------------|------------------------|
| Year EYFS | 60 | 55 | 5 | 10% |
| Year 1 | 60 | 50 | 10 | 17% |
| Year 2 | 61 | 53 | 8 | 13% |
| Year 3 | 59 | 50 | 9 | 15% |
| Year 4 | 58 | 46 | 12 | 21% |
| Year 5 | 61 | 45 | 15 | 26% |
| Year 6 | 58 | 43 | 15 | 26% |
| Total Cohort | 416 | 342 | 74 | 18% |



1. Summary information

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|--|-----|--|----|---|----------|
| Total number of pupils (October 2018) | 416 | Number of pupils eligible for PP (October 2018) | 74 | Total PP Budget allocated (April 2018-April 2019): | £102,906 |
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2. Performance Indicators

| | <i>Year 6 Pupils eligible for PP at Hucknall National – Summer 2018 (17 children)</i> | <i>Pupils not eligible for PP at Hucknall National (43)</i> | <i>Pupils not eligible for PP Nationally</i> |
|--|---|---|--|
| % achieving expected standard in Reading, Writing and Maths combined | 41% | 58% | 70% |
| Reading scale score | 96.8 (95.1 in 2017) | 101.6 | 106.1 |
| GPS scale score | 99 (96.7 in 2017) | 103.1 | 107.2 |
| Maths scale score | 98.8 (97.3 in 2017) | 102.8 | 105.5 in 2017 |
| Reading progress score | -3.04 (-5.4 in 2017) | -0.69 (-1.29 in 2017) | +0.33 in 2017 |
| Writing progress score | +2.71 (-1.14 in 2017) | +2.20 (+1.5 in 2017) | +0.17 in 2017 |
| Maths progress score | -1.10 (-3.58 in 2017) | -0.61 (-2.74 in 2017) | +0.28 in 2017 |
| Attendance | 94.4% | 96.2% | 96% in 2017 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | To improve outcomes across the school by focussing on using assessment to inform future teaching and learning (School Improvement Priority 1) |
| B. | To improve standards in reading by ensuring a consistent approach to the teaching of key skills (School Improvement Priority 2) |
| C. | To develop a consistent approach to the teaching of grammar and spelling strategies across the school (School Improvement Priority 3) |
| D. | To embed the teaching of calculation strategies and its application to problem solving across the school (School Improvement Priority 4) |

External barriers

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| E. | Attendance of specific Pupil Premium families |
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| Outcomes (Desired outcomes and how they will be measured) | | Success criteria |
|---|--|--|
| A. | The outcomes of Pupil Premium children across the school will close by focussing on using assessment to inform future teaching and learning (School Improvement Priority 1) | Pupil Premium children who are falling behind have their learning gaps closed swiftly so they make good progress according to their starting points. |
| B. | The standards in reading for Pupil Premium children will rise by ensuring a consistent approach to the teaching of key skills (School Improvement Priority 2) | At least 75% of Pupil Premium children to achieve Age Related Expectations or above in Reading (50% of Pupil Premium achieved this in 2017 and 2018 National for Pupil Premium 80% in 2018) |
| C. | A consistent approach to the teaching of grammar and spelling strategies across the school will lead to improved outcomes for Pupil Premium children (School Improvement Priority 3) | At least 75% of Pupil Premium children achieve Age Related Expectations or above in English Grammar, Punctuation and Spelling (44% of Pupil Premium children achieved this in 2018) |
| D. | Maths calculation strategies and their application to problem solving across the school will be embedded so that the number of Pupil Premium children achieving Age Related in Maths increases (School Improvement Priority 4) | At least 75% of Pupil Premium children across the school to reach Age Related Expectations in Maths (40% of Year 6 children achieved this in 2017; 47% achieved this in 2018; National for Pupil Premium Pupils in 2018 was 81%) |
| E. | The attendance of Pupil Premium children will improve so that they close the gap with Non-Pupil Premium children, so both groups are over 96% | Pupil Premium children's attendance should to be over 96% (94.4% in 2018) |

| 4. Planned expenditure | | | | | |
|--|---|--|--|---------------------------|--------------------------------------|
| Academic year | | 2017-18 | | | |
| Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? (including EEF) | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Pupil Premium children who are falling behind have their learning gaps closed swiftly so they make good progress according to their starting points. | CTs identify gaps in learning quickly and plan to fill them swiftly | Ownership for the closing of gaps must be shared amongst all staff so we can ensure the children make more accelerated progress | Planning analysis Pupil Progress Meetings | Middle and Senior Leaders | Half Termly |
| Children's progress is tracked more consistently across the school to ensure gaps can be closed more rapidly | New suite of standardised tests | A new suite of tests will enable a consistent approach to assessment which allows all staff to track more carefully the progress of individual children and groups | Data analysis Pupil Profile evaluation | Senior Leaders | Termly |



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|---|---|---|---|----------------------|----------------|
| At least 75% of Pupil Premium children to achieve Age Related Expectations or above in Reading (50% of Pupil Premium achieved this in 2017 and 2018 National for Pupil Premium 80% in 2018) | Forever Reading Training for all staff | School Improvement Target due to data in Year 6 in 2018 Cost to be identified during Autumn Term EEF data not yet available | Monitoring and Lesson Observations See School Improvement Plan Priority 2 | English Lead SLT | Half Termly |
| Children's language and Communication in EYFS and Year 1 is in line with their peers | ELKAN | EYFS Language Leads to train KS1 staff on ELKLAN principles in a key stage meeting EEF data not yet available | Language Assessments | Early Language Leads | Half Termly |
| At least 75% of Pupil Premium children achieve Age Related Expectations or above in English Grammar, Punctuation and Spelling | 'No Nonsense Spelling' scheme is consistently implemented across the school | School Improvement Target due to data in Year 6 in 2018 | Monitoring and Lesson Observations See School Improvement Plan Priority 3 | English Lead SLT | Half Termly |
| In Maths 75% of pupils achieve ARE rises to be in line with National (2018) in all year groups | Embed Power Maths in KS1/New Calculation Policy in Key Stage 2 | School Improvement Target due to data in Year 6 in 2018 | Monitoring and Lesson Observations See School Improvement Plan Priority 1 | Maths Lead SLT | Half Termly |
| Teachers are given time to work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons | Feedback | 1-1 Feedback between teacher and pupil +8 months - £8000 | Monitor the % of pupil achieving Age Related Expectations | Class Teachers/TAs | Half Termly |
| The Pupil Premium gaps to close by 40% | Pupil Premium Lead Training Pupil Progress meetings | Training for Pupil Premium Lead Learning cascaded to whole staff team £12,240 | Monitor data and interventions in Pupil Progress meeting | PP Lead | Half Termly |
| Total budgeted cost for Quality First Teaching | | | | | £20,240 |



Targeted support – Learning Interventions

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? (including EEF) | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--------------------------------|---|---|---|--------------------------------------|
| Maths Interventions | | | | | |
| Targeted Children catch up with their Number Age | 1stClass@ Number | Small group/1-1 Maths intervention +5 months - £1000 | Monitoring of data Impact observations by class teachers | Maths School Improvement Team 1/Class Teachers | Half Termly |
| Children achieve ARE targets for their year group in Maths | Small group Maths intervention | Small group/1-1 Maths intervention +5 months - £8000 | Monitoring of children's targets | Maths School Improvement Team 1/Class Teachers | Half Termly |
| Children achieve ARE targets for their year group in Maths | Peer Tutoring | Year 6 children tutor Year 4 children Year 5 children tutor Year 3 children +4 months £100 | Monitoring of children's targets | Maths School Improvement Team 1/Class Teachers | Half Termly |
| Children achieve Above Age-Related Expectations in Maths | Small group Maths intervention | Booster groups for children Year 6 to ensure children who have a chance of making Above Age-Related Expectations do so. These children then become Lead Learners for other pupils. +5 months - £2000 | Monitoring of children's progress in assessments | Year 6 teachers | Half Termly |
| Children achieve ARE targets in year 6 in Maths | Student-Teacher Tuition | Teachers across the school mentor year 6 students who are at risk of not making Age Related Expectations during the Spring and Summer Terms +4months - £500 | Monitoring of children's progress in assessments | Year 6 teachers | Half Termly |
| English Interventions | | | | | |
| Children's Reading Age catches up with or exceeds their chronological age | Switch On Reading/ Writing 1-1 | Reading/Writing programme +5 months - £3000 | Monitoring of data Impact observations by class teachers | Reading Lead/Class Teachers | Half Termly |
| Children achieve a Score above 95, so their speaking and listening matches their chronological age | Language Links | Small group intervention for Speaking and Listening +5 months - £5000 | Ongoing classroom observations | Class Teachers/TAs | End of year data |
| Children's language and Communication in EYFS is in line with Age Related Expectations | Nottinghamshire Tracking/Talk | Small group intervention for Speaking and Listening +5 months - £1000 | Ongoing classroom observations | SLE EYFS Lead Class Teachers | End of year data |



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| | Boost/Forever Reading Project | | | | |
| Children's Comprehension Skills improve so children achieve Age Related Expectations for their year group | Group Guided Reading | Small Group Reading for Comprehension Skills +4 months - £5000 | Monitoring of children's targets | Class Teachers | Half Termly |
| Children make good progress in Phonics so they successfully pass the Year 1/2 Phonics Screen | Phonics | Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £5000 | Monitoring Phonics | Phonics Lead | After each Read, Write Inc Assessment |
| Staff are trained in inference interventions | TAs to complete inference intervention training and assess children using diagnostic assessments | Training £1000 | Class time/ Training part of FR project | Class Teachers | Feedback from TAs |
| Identified children close their reading gaps so they have a Reading Age which is the same as or better than their Chronological Age | Run inference interventions for appropriate pupils | 1-1 inference interventions +5 months = £3000 | Pupil Profiles | Class Teachers | Half Termly |
| Children achieve Age Related Expectations in Writing | Writing Interventions | Small group writing interventions +4 months - £2000 | Monitoring of children's targets | Class Teachers | Half Termly |
| Children achieve Age Related in Grammar, Punctuation and Spelling | Group Grammar Booster | Small group interventions +4months - £1000 | Monitoring of Standardised Scores | Class Teachers | Half Termly |
| Total Planned Expenditure for Specific Learning Interventions | | | | | £37,600 |
| Behaviour and Attendance Interventions - £32,000 | | | | | |
| Pupil Premium Children's attendance is at least 96% | Attendance | Target the attendance of Pupil Premium children whose attendance falls below 90% Seek appropriate support from the Local Authority to improve the attendance of these pupils | Attendance Review | Child and Family Support Worker (CFSW)/Head Teacher/Pupil Premium Lead | Half Termly |
| Children's self-confidence improves and they are able to access learning in the classroom more effectively | Happy to Be Me | Small group work supporting children's emotional development +4 months - £100 - resources | Monitoring | CFSW | Half Termly |



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| Children's emotional well-being is cared for so they are able to access learning in the classroom more effectively | Nurture | 1-1 support for children who need emotional support +4 months - £200 for resources | - support amended as needed | CFSW | Weekly Monitoring |
| Children's behaviour improves and they are confident to make the right behaviour choices | Wise Behaviour | Small group work supporting children's behaviour +4 months - £200 | Monitoring | CFSW | Half Termly |
| Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school. | Parental Support Family Learning Workshops | Parents can support children at home in terms of learning and behaviour +3 months - £200 | As needed - targeted at families who need particular support | CFSW | Half Termly Review of the impact of support |
| To raise children's confidence and self-esteem, helping them work as a team | Forest Schools | This involves using our Woodland as a classroom. +4 months - £1000 | Monitoring the Emotional | Forest Schools Lead | Half Termly Review of the impact of support |
| To improve children's physical development and improve their confidence and self-esteem | Funfit | This is a physical intervention, which takes place each morning before school for approximately 2 months - £1000 | Monitoring the motor skills before and after the interventions | Teaching Assistant trained in Funfit | After intervention |

Total Planned Expenditure for Behaviour and Attendance Intervention £34,700

Other approaches-Wider Opportunities

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? (including EEF) | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---------------------------|---|---|----------------------|--------------------------------------|
| Children are fitter and their confidence levels rise | Sports After School Clubs | Children take part in after school sports, led by our Coach for free +2 months - £7000 | Review the take up of PP children in After School Clubs - target pupils to attend | PE Lead/Sports Coach | Half Termly |
| Children learn musical instruments and their confidence level is raised | Music Lessons | Children are offered music lessons +2 months - £400 | Review take up of musical instruments - target specific pupils | Office Manager | Half Termly |
| Children take part in residential trips | Residential visits | Children are supported to attend +3 months - £2000 | Ensure Pupil Premium children are targeted to attend residential trips | Officer Manager | Before residential trips |
| Children take part in educational visits | Trips | Children are supported to attend +3 months - £1000 | Ensure Pupil Premium children attend educational visits | Office Manager | Before after educational trips |



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| Parents are supported during the holiday Children continue learning when on school holidays | Holiday Club | Holiday clubs held for targeted children during Easter and Summer - +3 months - £700 | Target Pupil Premium children to attend Holiday Clubs | Child and Family Support Worker | Before Easter and Summer holidays |
| Targeted pupils receive extra experiences | Targeted Visits | Our Child and Family Support Worker will target specific Pupil Premium children. These visits enable the children to socialise and communicate with their peers in an environment away from school. +4months - £300 | Target Pupil Premium who need experiences away from school | Child and Family Support Worker | Termly |
| To ensure families are supported during school holidays | Activity Weekend Holiday | 2 Pupil Premium families had a weekend away on an activity holiday. This has really helped our relationship with these families and has enabled a stronger focus on learning on the return to school. +3 months £700 | | Child and Family Support Worker | During school holidays |
| Children can access ICT equipment and are supported by a member of staff to complete their homework | After school homework club | Homework club is staffed in school once per week +2 months - £800 | Target Pupil Premium children to attend | TA | Half Termly |
| Total Planned Expenditure for Wider Opportunities | | | | | £12,900 |

Total Expected Expenditure for 2018-19 = £105,440

(Funding received for 2018-19 =£105,206



5. Review of expenditure *in 2017/ 18*

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 |
|--|--|--|---|---------|
| In Maths 80% of pupils achieve ARE rises to be in line with National (2017) in all year groups | New Assessment/New Planning in KS1/New Calculation Policy in Key Stage 2 | 80% was a very high aspiration as the National Average was 76% for Y6 pupils. Whilst the children did not make the attainment, progress in Maths across the school was in line with expectations. For Pupil Premium children in Year 6 the Progress score was -1.10, compared to -3.58 in 2017. For non-Pupil Premium children the Progress score was -0.61 compared to -2.74 in 2017. This shows that despite starting points, progress in Maths is improving. | Maths is a key priority on our School Improvement Plan in 2018-19 as attainment is still below the National Average | £385 |
| 77% of pupils achieve ARE in Reading rises to be in line with National (2017) in all year groups | Guided Reading Training | The target was met in Years 2, 4 and 5. Attainment in Year 2 was significantly above the National Average. In Year 6 whilst the target was not met, the children achieved an improved progress measure show a rising trend over three years, which suggests the training is beginning to have an impact across the school. | Reading continues to be a key priority in 2018-19 so the progress we have made this year can be further built upon. | £2210 |
| 87% of Pupil Premium to reach Age Related Expectations in Communication and Language | Training for ELKLAN for TA in EYFS | In Listening and Attention 83% of children overall achieved Age-Related Expectations, but only 43% of Pupil Premium achieved this standard. In Understanding 88% of children achieved Age Related Expectations and 71% of Pupil Premium children achieved this. In Speaking 88% of children achieved the standard and 71% of Pupil Premium children achieved the standard expected. Progress from the start of EYFS to the end of EYFS was very strong. | ELKAN and other language interventions will continue in EYFS and Y1 in 2018-19, so language gaps are closed quickly, enabling any of our youngest children who are behind to catch up with their peers. | £435 |
| Teachers are given time to work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons | Feedback | Evidence from monitoring has shown an increase in progress for the children in receipt of pre and post teaching intervention. This has been particularly successful in Maths. | Pre-teaching will continue in 2018-19 so we can ensure our children understand new concepts quickly. | £10,710 |



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| Rapid closing of gaps in learning for KS1 Pupils | Early Intervention Teachers in EYFS/Y1/2 | Progress in EYFS in all areas was very strong. Progress in Y1 was in line with the previous attainment. Pupil Premium children made strong progress in Reading and Writing and expected progress in Maths. In Year 2 there was strong progress in the number of children working at the higher level of learning. Over time Pupil Premium children have closed gaps. | This intervention will not be included in 2018-19 | £46500 |
| | | | Total cost of Quality First Teaching | £60,240 |

| ii. Learning Interventions | | | | |
|--|------------------------------------|---|--|---------------|
| 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 |
| Maths Interventions | | | | |
| Targeted Children catch up with their Number Age | 1stClass@Number | 12 children received this intervention, 2 of which were Pupil Premium. On average this intervention increased the children's Number Age by 7 months. | During 2018-19 the use and success of 1stClass@Number will be investigated further. | £340 |
| Children are able to achieve ARE targets for their year group in Maths | Small group Maths intervention | 93 children were part of a Maths Booster Group – 33 of whom were Pupil Premium. These groups include 5 Minute Number Box (more often used in Key Stage 1) as well as Booster Groups which involve closing the gaps for children on specific targets. In all year groups the interventions were successful. | Using Standardised scores for assessment in 2018-19 will help us make decisions about which children need these interventions more quickly and will enable us to track the children's progress more effectively over time. | £7200 |
| Children are able to achieve ARE targets for their year group in Maths | Student-Teacher Mentoring | A number of Y6 children received this intervention between February and May. Although not all of these children achieved Age Related Expectations during their Year 6 SATS, all of them showed increased confidence and motivation in the subject. | Use the mentor system in 2018-19, starting from an earlier point in the year. | £420 |
| Children who could achieve Above Age Related Expectations in Year 6 are enabled to do so | Higher Ability Maths Interventions | 8 pupils in Year 5 (2 Pupil Premium) were part of a Higher Ability Maths group from September and an additional 9 children were added to this group in May 2018. On average these children increased their scores by 16 points in assessments. In Year 6 13 pupils were part of a Higher Ability Group which met once per week between February and May. Of these 4 pupils were Pupil Premium. 10 of the 13 achieved Above Age Related Expectations in their SATS tests. This intervention was added during the school year and was successful. | In 2018-19 children who could achieve Above Age-Related Expectations will be identified in September. | £1032 |
| | | | Total for Maths Interventions | £8,992 |



| English Interventions | | | | |
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| Children's Reading Age catches up with or exceeds their chronological age | Switch On Reading/ Writing 1-1 | 20 children received this intervention across the school, 6 of whom were Pupil Premium. Overall an average increase in Reading Age was 9 months. | Switch On is an effective intervention and will continue to be used in 2018-19 | £2856 |
| Children's Comprehension Skills improve so children achieve Age Related Expectations for their year group | Group Guided Reading | 72 children (37 Pupil Premium) received Reading Interventions which included Reading Comprehension groups, small group or 1-1 interventions in Key Stage 2. In EYFS on average this improved their level of Reading on the EYFS stages by 1.5. In Y2 the majority of these children achieved Age Related Expectations during their SATS tests. In Key Stage 2 this increased the children's Reading Age by an average of just over 9 months. | A wider range of Reading Interventions will be in place in 2018-19 as this will be a key priority in our School Improvement Plan. Carrying out more in-depth assessments for the children will enable us to tailor interventions more specifically. | £3400 |
| Children achieve Age Related Expectations in Writing | Writing Interventions | 14 children (4 Pupil Premium) received Writing support. In all year groups this had a positive impact. | In many classes, teachers used additional 1-1 feedback with children to support them with the editing skills to improve their own writing. This will continue in 2018-19 | £1400 |
| Children in Year 6 achieve Age Related in Grammar, Punctuation and Spelling | Group Grammar Booster | 14 children (5 Pupil Premium) received Grammar Booster. Whilst not all the children achieved Age Related Expectations, all of them did increase the score they achieved in their Assessments. | This will continue in 2018-19 | £51 |
| Children achieve a Score above 95, so their speaking and listening matches their chronological age | Language Links | This intervention lasts for the whole year and offers bespoke support according to the initial assessment. A sharp focus on closing the language gap as early as possible has been established so all of the children on this intervention are in Key Stage 1 and predominately in EYFS. Overall 10 children received this intervention (4 Pupil Premium) the average increase in Standardised Score was 35 points with one child increasing by 70 points! This intervention has been really successful this year and means all the children supported are in line with what is expected for their age. | During 2018-19 all children in EYFS will continue to be assessed so that gaps can be closed early. | £4328 |
| Children's language and Communication in in EYFS is in line with their peers | ELKAN | A Teaching Assistant was training in this programme in 2017-18. | To be implemented during 2018-19. | £435 |



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| Children make good progress in Phonics so they successfully pass the Year 1/2 Phonics Screen | Phonics | 39 (14 Pupil Premium) children took part in Phonics interventions, the majority of which were in EYFS and Key Stage 1. Progress and attainment in Year 1 Phonics tests was again inline with National outcomes. | To be continued in 2018-19. Those children in Year 2 who failed the test should continue to receive intervention in Year 3, as this has had a positive impact this year. | £4641 |
| | | | Total English Interventions | £17,111 |
| Behaviour and Attendance Interventions - £32,000 | | | | |
| Pupil Premium Children's attendance is at least 96% | Attendance | Attendance for Pupil Premium children was 94.4% for the year due to a drop in attendance for this group during the Autumn term. The spring term attendance for this group was 95.7%. | Families with poorer attendance will continue to be monitored more closely in 2018=19 | Child and Family Support Worker |
| Children's self-confidence improves and they are able to access learning in the classroom more effectively | Happy to Be Me | This intervention lasts for 6 weeks and is designed to improve children's self-esteem. Children are selected by teaching staff, according to who needs more confidence. The aim is that we raise the children's self-image first and then they will become more confident learners back in the classroom. This year 15 children (5 PP) received this intervention. On average the children's happiness score improved by 5 from the initial assessment, to the final assessment 6 weeks later. The children included all showed increased confidence levels as a result of this intervention. | During 2018-19 this intervention will be rolled out across the year as it has once again been really successful. | £100 – resources |
| Children's emotional well-being is cared for so they are able to access learning in the classroom more effectively | Nurture | Nurture was used in a bespoke manner for children across the school this year, according to their individual needs. We focus on the social and emotional needs of the children first so they are in a better place to learn. The number of children across the school who received this support has not been measured as it is on an ad hoc basis. 18 Pupil Premium children received this support over the year. | During 2018-19 we will again use this highly successful intervention to support the needs of our children. | Child and Family Support Worker |
| To improve the behaviour of targeted Year 6 children | Skill Force | 2 pupils attended this intervention and it was successful in improving their behaviour and concentration. | This was an outside intervention which is unlikely to be offered to our school in 2018-19. | Child and Family Support Worker |
| Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school. | Parental Support Family Learning Workshops | 13 Pupil Premium parents have attended 123 Magic training. This supports them with their child's behaviour at home and enables school to use similar sanctions and rewards, so the children have the same approach as far as possible. | Both of these packages last for a few weeks and once again have proven popular with the parents. We will continue to offer such support during 2018-19. | £200 |



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| | | 9 Pupil Premium parents have taken part in Maths accredited training, which helps them to support their own child, using the same kind of strategies we use in school. | | |
| Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school. | Home visits/medical appointments/supporting parents to complete forms/behaviour support at school and via telephone conversations/transportation to and from school | Our Child and Family Support Worker has a very strong relationship with parents and is on hand to support them and our children throughout the year. By supporting our families so closely we can help our children do well at school too. This year 44 parents of Pupil Premium children alone have been supported in this way. 16 home visits have been carried out to our Pupil Premium families. In addition, for various reasons, 18 families have been transported to and from school and to and from medical appointments throughout the year. | This level of support will continue in 2018-19. | Child and Family Support Worker |
| To improve children's physical development and improve their confidence and self-esteem | Funfit | 5 children (2 Pupil Premium) took part in this physical intervention, each morning before school for approximately 2 months. It had a really positive effect on them in that they all achieved 6 or 7 of the gross motor targets set. In addition it gave them a positive entry into school and enabled them to be more confident as they approach the learning in their classroom. | During 2018-19 it is envisaged it will be repeated for more children. | £850 |
| | | | Total Behaviour and Attendance | £33,150 |

iii. Wider Opportunities

| 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 |
|--|---------------------------|---|--|-------|
| 77/90 Pupil Premium children have benefitted from access to Wider Opportunities funding this year. We actively aim to provide children with this resource, especially if they do not require learning interventions. | | | | |
| Children are fitter and their confidence levels rise | Sports After School Clubs | Each night after school sports clubs have been provided and Pupil Premium children have been allocated funding for these. 10 of these children have attended the sports clubs this year | This will continue in 2018-19 | £6000 |
| Children are fitter and their confidence levels rise Children attend residential visits | Residential visits | This year 16 Pupil Premium children have been given the opportunity to attend over-night residential visits, in Year 4, 5 and 6. | This will continue in 2018-19 | £1079 |



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| Children attend educational visits | Educational visits | Throughout the year we have allocated Pupil Premium funding for off-site visits for all Pupil Premium children. This year 33 children were in receipt of this funding. | This will continue in 2018-19 | £392 |
| Children learn musical instruments | Music Lessons | This year 6 Pupil Premium children learned a musical instrument during the school day. Their initial set of lessons were funded as part of the school Pupil Premium budget. After that subsequent lessons were funded by the Local Authority. In addition, 8 Pupil Premium children took part in the Young Voices concert at Sheffield Arena. | This will continue in 2018-19 | £230 |
| Children represent the school in sports after school | After-School Clubs | We have the Gold Award for School Sports. Pupil Premium children have represented our school to achieve this commendation. We pay a Sports Coach to run these clubs. | This will continue in 2018-19 | £5,564 |
| Targeted pupils receive extra experiences | Visits | This year 4 Pupil Premium children went on educational visits with our Child and Family Support Worker. These visits enable the children to socialise and communicate with their peers in an environment away from school. This year the children have been on the following visits: Rufford Abbey, the park and the Theatre Royal | This will continue in 2018-19 | £60 |
| To ensure families are supported during school holidays | Activity Weekend Holiday | 2 Pupil Premium families had a weekend away on an activity holiday. This has really helped our relationship with these families and has enabled a stronger focus on learning on the return to school. | This will continue in 2017-18 | £642 |
| | | | Total Wider Opportunities | £13967 |
| | | | Total Expenditure for 2017-18 (Total received income for 2017-18 was £116,000) | £133,460 |



6. Case studies of intervention that have shown high impact.

Higher Ability Maths Interventions Review 2017-18

In Y5 8 pupils (2 Pupil Premium) were part of a Higher Ability Maths group from September and an additional 9 children were added to this group in May 2018. On average these children increased their scores by an average of 16 points. As the tests used do not include a Standardised Score it is difficult to say which children achieved 'Greater Depth'.

In Year 6 13 pupils were part of a Higher Ability Group which met once per week between February and May. Of these 4 pupils were Pupil Premium. 10 of the 13 achieved Above Age Related Expectations in their SATS tests.

Language Links

This intervention lasts for the whole year and offers bespoke support according to the initial assessment. A sharp focus on closing the language gap as early as possible has been established so all of the children on this intervention are in Key Stage 1. In EYFS, all children are tested at the start of the year. As a result, this year, 10 children received this intervention (4 Pupil Premium) the average increase in Standardised Score was 35 points with one child increasing by 70 points! This intervention has been really successful this year and means only 2 children have a score below 100 (average) and they are both over 96.

Switch On Reading

This intervention has been used across the school again this year. It had a particularly strong outcome in Year 2, where in only 10 weeks, 8 children improved their Reading Age by 13 months. Similar outcomes occurred in Year 3, where 6 children (3 Pupil Premium) received this intervention, with an average increase of 11 months.