

Cage Green Pupil Premium Strategy 2017 - 2018

Pupil Premium Grant Data (PPG) for 2017– 2018

Total number of pupils on roll: 410

Total number of pupils eligible for PPF: 140

Amount of PPF received per child: £1320

Amount of PPF received by LAC pupils (Looked After Children): £19,000

Total amount of PPF expected: £190,600

To be reviewed: July 2018 and September 2018

Vision for the use of Pupil Premium Grant (PPG) at Cage Green

At Cage Green our vision for all children is that they become: collaborative sharers, creative explorers and independent thinkers. For further information, please see http://www.cage-green.kent.sch.uk/vision_of_the_school.htm

The Pupil Premium Funding will enable us to promote collaboration between peers and parents/carers engagement with the school. This will lead to discussions about how learning and outcomes for all children can be improved within the school raising aspirations and expectations for all pupils. Additionally, the use of PPG will enable the school to access new and engaging resources to enhance teaching and learning for all children, enabling children to find new and creative solutions to situations. We will use PPG to allow the children to access and enjoy new experiences and achievements. This will be achieved by ensuring all children have key learning and life experiences during their time at Cage Green; so they may continue to grow in their learning journey beyond their time at Cage Green and achieve the potential they deserve.

Principles in the use of the Pupil Premium Grant (PPG) at Cage Green

The government believes the effective use of PPG (additional to the main school funding) is the best way to address the current underlying inequalities between children, ensuring funding is appropriately utilised to diminish the difference between the disadvantaged and their peers. Schools decide how best to allocate their PPG, since they are best placed to assess the additional provision the child would benefit from.

Since September 2012 schools have been required to publish online information as to how the PPG has been used. In 2017-2018 the PPG to our school is anticipated to be £190,600. Our plans for the allocation is outlined below- please note these are indicative figures only and may vary as the year proceeds, funding is allocated and

utilised following the census, which occurs three times per year.

Our priority for this academic year is to continue to ensure attainment for all pupils meets local and national averages and they are beginning to demonstrate accelerated progress in their learning. A key focus will be diminishing the difference between attainment and progress of Pupil Premium in relation to all pupils. Specifically, in Year 3, Pupil Premium children will be targeted to make accelerated progress in Writing and Maths. In, Key Stage 1 the attainment and progress of Pupil Premium children will be monitored in order to diminish differences in Reading, Writing and Maths at expected and exceeding levels of attainment. Support for these children will be put in place, both emotionally and academically, to try to diminish these differences. The support will be highly individualised. We are also committed to ensure a high level of our pupils make better than expected progress from Key Stage 1.

In Key Stage 1 and 2, gender differences in attainment and progress will be more closely examined. Support will be put into place in individual year groups to address any differences in attainment and progress of Pupil Premium children. All children's progress will be monitored carefully and suitable intervention put in place to support and extend children where necessary. As in line with the recent OFSTED and school improvement plan, funding will support raising achievement in Mathematics at Key Stage 2 ensuring all children are at least the expected standard.

It is the policy and practice of Cage Green Primary School to ensure that the needs of all pupils are met. We will ensure that sensitivity is used in the way that the PPG is used in order to support pupils. This sensitivity will sometimes be applied so that pupils may be unaware of how they are receiving additional support, where appropriate. The school will collate individual Pupil Premium Information Forms that will show clearly, if and where, additional support that is required, has been provided.

1. Barriers to future attainment (for pupils eligible for PP) including higher ability

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A. Low speech and language skills on entry into Reception** – school data shows that in 2016-17 Literacy skills for Pupil premium children were behind those children who were non-Pupil Premium. This was also shown in the percentage of Pupil Premium children achieving a good level of development, which was 50%, compared to 76% of non-Pupil Premium.
- B. To develop and raise aspirations and to foster a culture of 'Attainment for All'** – To train staff and pupils in 'Growth Mindset'. To create opportunities for all pupils to excel and to develop their interests.
- C. To raise the number of higher attaining Pupil Premium pupils gaining the greater depth standard in Reading, Writing and Maths** – To use targeted interventions to support these children. To develop quality first teaching further.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D. To increase the attendance of Pupil Premium children in school and to increase parental engagement with the school.

Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
<p>A. Improved understanding of spoken and written language for Reception and Year 1 Pupil Premium children.</p>	<p>Reception: % of PP children achieving expected level+ in Reading and Writing increases to be at least 55%. Outcome achieved – Reading was 80.5% and Writing 78%.</p> <p>Year 1: % of PP children achieved expected level+ in Reading to increase to 70% and Writing increases to 50%. This increased to 67% in Reading and 61% in Writing.</p>
<p>B. Pupil Premium children develop aspirations for themselves and use ‘Growth Mindset’ to challenge themselves in their learning.</p>	<p>‘Growth Mindset’ training to be delivered to the staff and activities to be planned to develop this for the children. Children challenging themselves will be a focus of lesson observations and book scrutinies. This has been evidenced: in book scrutinies, as well as lesson observations, the use of the word ‘Challenge’ on learning labels, during lesson observations children could talk about challenging themselves and in awarding certificates for Growth Mindset.</p>
<p>C. To increase the number of higher attaining Pupil Premium achieving greater depth in Reading, Writing and Maths.</p>	<p>To target Year 5 and Year 6 PP children so that there is little or no difference in attainment at greater depth in Reading, Writing and Maths. Key Stage 2 SATs results show an increase of 5% of PP children attaining this.</p> <p><u>Year 5</u> PP children achieving greater depth in Maths – 28%, Writing 20% and Reading – 20% All children achieving greater depth in Maths – 41%, Writing 32% and Reading – 44%</p> <p><u>Year 6</u> PP children achieving greater depth in Maths - 7.4%, Writing - 19.2% Reading – 22.2% All children achieving greater depth in Maths – 8.3%, Writing – 25.4% and Reading – 18.3%</p>

<p>D. Relationships with parents/carers are well developed. Attendance of PP children is at least in-line with all pupils.</p>	<p>To explore initiatives to engage parents/carers and to develop the role of the Pastoral Team further in assisting families. To try new initiatives in helping parents/carers ensure that children attend school regularly.</p> <p>Attendance of PP pupils 93.3% compared to all pupils 95.1%.</p>
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Targets for Pupil Premium Pupils

Attendance of disadvantaged pupils	Outcomes from 2016-17		Targets for 2017-18		
	94.3%		96.2% (Free School Meals National Average 94.8%)		
Targets for Statutory Assessments	Outcomes Year 2016-17 All/Main School		Targets for July 2017 (Results 2018 in blue)		Kent Average 2016-17
Disadvantaged pupils achieving the expected standard in Year 2 Reading Writing Maths	60% / 64% 40% / 43% 53% / 57%		80% / 86% - 50% 60% / 64% - 41.7% 73% / 79% - 58.3%		65% 57% 65%
Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths – Combined - Year 6	45% / 50%		52% / 54% - 42.3%		48%
Disadvantaged pupils achieving the expected standard in Year 6 Reading Writing Maths GPS	55% / 61% 75% / 83% 65% / 67% 50% / 56%		64% / 67% - 48.1% 72% / 75% - 80.8% 72% / 75% - 59.3% 72% / 75% - 40.7%		61% 68% 62% 62%
Progress of Pupil Premium Children in Year 6 2016-17 Reading Writing Maths	-1.6 1.4 -2.7		-0.4 - -1.6 1.5 - 0.9 -1.0 - -1.4		-0.4 -0.01 -1.0

Planning and Evaluation for 2017-2018

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?	Actual Impact	Spend
An ethos of attainment for all pupils (Linked to SIP priority 1.12)	Children's University Speakers for Schools Parents to inspire and inform children of their chosen career	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	Monitoring of impact on children's attitude towards their own aspirations (questionnaire data). Lifelong learning is promoted well within the school and children report this is happening (questionnaire data).	SKC	July 2018 –	Due to looking at alternative ways to engage pupils in school life- Walking Bus and WoW scheme to launch Term 1 2018	£2000
To develop pupil attitudes towards learning and challenging themselves (Linked to SIP priority 1.12 and 2.2)	'Growth Mindset'	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	Teacher and Teaching Assistant training sessions on 'Growth Mindset'. Whole school display that celebrates examples of 'Growth Mindset'. 'Growth Mindset' to be focused on in Learning Walks.	SKC and SLT	Termly and finally in July 2018 –	Pupils are now more keen to challenge themselves and to build their ability to learn (School Council Feedback)	£2000
To develop high quality teaching for all pupils and to diminish any differences between	Power of Reading training for two members of staff – KS1 and KS2. New Reading	NfER – building blocks for success number 3 – focus on high quality teaching first.	Planning scrutinies, book scrutinies and lesson observations show that new approaches in Reading are implemented within each class.	SLT and English Learning Team	Book scrutinies, lesson observations and planning scrutinies are scheduled throughout the	<u>KS1 PPG results</u> Term 1 2018. Writing 50% (all 67%) – increased	£10,000

disadvantaged, all pupils and gender in Reading and Writing (Linked to SIP priorities 1.1, 1.2, 1.3, 1.12 and 1.13)	resources.		<p>Teachers understand how to provide quality feedback to their pupils on successes and areas for development</p> <p>Teachers are secure in planning and delivering units of reading and writing that build upon skills successively.</p>		academic year. Final review: July 2018.	<p>from 29% in Term 1 2017.</p> <p>Reading 57% in Term 1 2018 (all pupils 76%) increased from 43% in Term 1 2017.</p> <p>The difference is being diminished and will need further monitoring.</p>	
To ensure all children have the correct P.E. kit and uniform when they enter the school (Linked to SIP priority 1.12)	<p>Donations of uniform and P.E. kit from parents/carers.</p> <p>Lost property to be utilised.</p> <p>PTA to be consulted.</p> <p>Questionnaire results to analyse which children need P.E. kit.</p>	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	<p>Children are equipped well for P.E. through ‘spot checks’ (October 2018) where the number of children in and not in correct P.E kit is noted.</p> <p>How many P.E. kits are given out in July 2018?</p>	SKC and LS	September 2018 –.	<p>27 PP children as identified as not having correct PE kit in school and now have all been given a school PE kit so that they can fully take part in PE lessons and other sporting events outside of school.</p>	£2000

To raise the profile of Science and the Foundation subjects within the school (to increase pupil engagement) – Linked to SIP priority 3.9)	Once a term, external visitors to come into school to showcase their subject. Activities linked to year groups current topics.	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	Pupil Questionnaire - Children report more readily, about a greater number of subjects, and see this as 'learning' as well.	SKC, RC and Creative and Science Teams	July 2018	School Council feedback was that they would like different activities to happen as part of British Science Week, therefore Virtual Reality was added as an activity for the week, along with more workshops with 'Kitchen Club'.	£4500
Total Budgeted Cost							£20,500

Targeted Support							
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Actual Impact	Spend
Identified Year 2 pupils make accelerated progress in	Use specialist Reading teacher to support children in Year 2.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.	Monitoring of identified children's attainment and progress in Reading.	SLT and English Learning Team	Termly data input monitoring with final monitoring July	KS1 SATs Data Reading – Percentage of Year 2 PP children	Shared budget for these interventio

Reading to attain the expected standard (Linked to SIP priorities 1.6, 1.12 and 2.1)			Phonics screening retakes data.		2018	<p>achieving the expected standard increased from 43% (Term 1 2017) to 57% Term 6 2018.</p> <p>Phonics retake data – 42.9% of pupils who took this then passed.</p>	ns – £70,000
Identified Year 2 pupils make accelerated progress in Writing to attain the expected standard (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	Use specialist Writing teacher to support children in Year 2.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.	Monitoring of identified children's attainment and progress in Writing.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2018	<p><u>KS1 SATs Data</u> Writing – Percentage of Year 2 PP children achieving the expected standard in writing increased from 29% (Term 1 2017) to 50% Term 6 2018.</p>	
Identified Year 3 male pupils make accelerated progress in Writing to attain the expected standard (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	Use specialist Writing teacher to support children in Year 3.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.	Monitoring of identified children's attainment and progress in Writing.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2018	<p>Year 3 data shows that boys achieving the expected standard in writing decreased from 57% at the end of Year 2 – 2016-17) to 54% at the end of Year 3 2017-18 (this equates to 1 child). However, boys writing a greater depth increased from 10% at the end of Year 2 to 14% at the end of Year 3.</p>	

Identified Year 3 male pupils make accelerated progress in Maths to attain the expected standard (Linked to SIP priorities 1.4, 1.5, 1.12 and 2.1)	Use of Numicon intervention to address misconceptions and to assess and build upon firmer foundations.	To focus on individual children's needs to ensure that accelerated progress is made in Maths – NfER building block 4.	Monitoring of identified children's attainment and progress in Maths.	SLT and Maths Learning Team	Termly data input monitoring with final monitoring July 2018	Year 3 data shows that boys achieving the expected standard in Maths was 83% in Year 2 – 2016-17) and this decreased to 79% at the end of Year 3 2017-18. Boys achieving greater depth went from 20% in Year 2 to 39% in Year 3.
Identified Year 4 PP pupils make accelerated progress in Maths at exceeding the expected standard. (Linked to SIP priorities 1.4, 1.5, 1.6 and 2.1)	Use of specialist teacher to support identified children in Year 4.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.	Monitoring of identified children's attainment and progress in Maths.	SLT and Maths Learning Team	Termly data input monitoring with final monitoring July 2018	Year 4 data shows that boys achieving the expected standard in Maths increased from (79% at the end of Year 3 – 2016-17) to 93% at the end of Year 4 2017-18. Boys achieving greater depth in Maths increased from Year 3 (28%) to Year 4 (38%).
Identified Year 5 and 6 PP boys make accelerated progress in writing (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	Use of three teacher model in Years 5 and 6.	To focus on individual children's needs to ensure that accelerated progress is made in writing – NfER building block 4.	Monitoring of identified children's attainment and progress in writing.	SLT	Termly data input monitoring with final monitoring July 2018	Year 5 data shows that boys achieving the expected standard in writing increased from (54% at the end of Year 4 – 2016-17) to 76% at the end of Year 5 2017-18.

						Year 6 Data shows that boys achieving the expected standard in writing increased from (70% at the end of Year 5 2017-18) to 75.8% by the end of KS2.	
Identified Year 5 and 6 PP boys make accelerated progress in Maths (Linked to SIP priorities 1.4, 1.5, 1.6 and 2.1)	Use of three teacher model in Years 5 and 6.	To focus on individual children's needs to ensure that accelerated progress is made in writing – NfER building block 4.	Monitoring of identified children's attainment and progress in writing.	SLT	Termly data input monitoring with final monitoring July 2018	Year 5 data shows that boys achieving the expected standard in Maths increased from (50% at the end of Year 4 – 2016-17) to 88% at the end of Year 5 2017-18. Year 6 Data shows that boys achieving the expected standard in Maths decreased from (70% at the end of Year 5 2017-18) to 57.6% in KS2 SATs.	
Identified Year 6 pupils make accelerated progress in SPAG (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	Existing CG staff member to work with identified children. Teacher led extra tuition to ensure all children making progress in SPAG, particularly	To focus on individual children's needs to ensure that accelerated progress is made in SPAG– NfER building block 4.	Specific children who are not progressing or attaining in line with all children to be identified from data analysis. Ensure children have a separate 'Master Class' book to show learning and progress made because of	SLT	Half termly data update – monitor progress and attainment.	KS2 SPAG results did not show the impact of this intervention (51% of children achieved the expected standard and greater depth). This will need to become	£20,000

	'disadvantaged children', 'disadvantaged more able' and those from 'vulnerable groups'.		this programme.			a priority for the 2018/19 School Improvement Plan.	
Identified pupils display good behaviour to learning 80% of the time (Linked to SIP priorities 1.6, 4.2 and 4.3)	Member of Pastoral Team at Cage Green.	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs. One of seven building blocks for success - NfER report on supporting the attainment of disadvantaged pupils. NfER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)'.	Specific children who are not progressing or attaining in line with all children to be identified from data analysis. Class Teachers and parents to be consulted for consent and as to which children would benefit from this. Monitoring of impact on behaviour to learning – questionnaire data.	SLT	July 2018	92% of teachers have a child or children that the Pastoral Team are involved with. 75% reported that behaviour to learning had improved.	£30,000 – budget to shared across these interventions.
To provide emotional support for identified pupils (Link to SIP priorities 1.6, 2.5 and 2.6)	Member of Pastoral Team at Cage Green Counselling Talk Time	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs. One of seven building blocks for success - NfER report on supporting the attainment of disadvantaged pupils. NfER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)'.	Specific children who are not progressing or attaining in line with all children to be identified from data analysis. Class Teachers and parents to be consulted for consent and as to which children would benefit from this. Monitoring of impact on behaviour to learning – questionnaire data.	SLT	July 2018	83% of teachers surveyed reported that Sunshine Club helped the children to begin their afternoon more positively and that they were more focused on their learning.	
To provide lunchtime support for identified	Sunshine Club Activities and	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs.	Specific children who have social/emotional needs and need support in engagement	SLT And SENCo	July 2018	58% of teachers surveyed reported that they had	

pupils (Link to SIP priority 1.6, 2.5 and 2.6)	resources Donations from parents	One of seven building blocks for success - NfER report on supporting the attainment of disadvantaged pupils. NfER – ‘schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)’.	with the playground environment Children have more positive social interactions on the playground Children are reported to be focused in lessons on time and have a positive attitude after lunch time.			children who attended Sunshine Club. 83% reported it had a positive impact on the children that attended.	
Speech and language support (Link to SIP priorities 1.6, 2.3 and 2.6)	Screening of all Early Years and Year 4 pupils Individualised intervention by trained T.A. Year 2, Year 3, Year 5 and Year 6 screenings for identified pupils. Referral to School's Speech and Language Therapist for speech and language assessment.	All Early Years pupils to be screened using Language Link. Early Years pupils screened using Speech Link if concerns are raised. Individualised and targeted intervention by trained TA and those with SaLT programmes. Individualised intervention by Speech and language therapist.	To ensure that speech and language needs are identified earlier in a child's school career, so that all children can reach their full potential - NfER – building blocks for success number 1 Focus on high quality teaching first promote an ethos of attainment for all pupils.	SENCo and SLT	Provision maps and individualised plans show progress in attainment within identified areas of need.	All EYFS pupils screened for language in Term 1 2017-18 - 7% found to have severe difficulty, 24% moderate difficulty and 69% expected range. At the end of Term 6 2017-18, Severe difficulty (2/3 Speech and Language Therapist from the school buy in service), 10% Moderate difficulty (8/10 1:1 Language support. 100% progressed to expected range) and 83% expected range. 29% of the EYFS	£10,000

						cohort then screened for speech - 2017-18. Findings were 8% Severe difficulty, 17% moderate difficulty and 75% expected range. In Term 6 (2017-18) the children with severe difficulty (8%) (2/3 Speech and Language Therapist had this).	
1:1 intervention for literacy difficulties (Link to SIP priorities 1.6, 2.3 and 2.6) Memory support	Screening by specialist T.As of any children identified as potentially having a literacy difficulty. Targeted interventions for memory difficulties	Rapid Screening, CoPs screening and LASS screening to identify areas of difficulty and highlight possible dyslexic tendencies. Speech and Language lead targeted memory magic interventions for Year 5 pupils	To ensure that literacy difficulties are identified, so that all children can reach their full potential - NfER – building blocks for success number 1 Focus on high quality teaching first promote an ethos of attainment for all pupils.	SENCo and SLT	Provision maps and individualised plans show progress in attainment within identified areas of need.	This has been implemented as a fluid intervention this year, which has had a greater visible impact on pupils progress in and before a lesson.	£6,000
Provision of professional agencies such as Educational Psychologist (Link to SIP priorities 1.6 and 2.6)	To provide advice, including reports to support learners and school- includes training of staff including support at meetings.	To focus on individual children's needs to ensure that as many children meet the required standard as possible NfER building block 4	Identified children from data analysis and SEN or School Concern register	SENCo and SLT	Provision maps and individualised plans show progress in attainment within identified areas of need.	Two Phoenix Centre children accessed the Educational Psychologist. The KCC Educational Psychologists since December 2017 are unable to honour their agreement with schools and	£10,000

						therefore are unable to visit at this moment.	
						Total Budgeted Cost	£146,000

Other Approaches							
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Actual Impact	Spend
To engage and work in partnership with parents/carers to support their children in Reading, Writing and Maths	<p>Activity and ideas led sessions offered for parents during the school day.</p> <p>Phonics work shops</p> <p>Maths training</p> <p>What to expect from your child's writing?</p> <p>Parenting expos</p> <p>Come and learn with us day</p> <p>Debbie Blake – Pastoral Team.</p> <p>Open classrooms</p>	<p>NfER - More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential.</p> <p>Research shows that we need to 'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.'</p> <p>(NfER) 'Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement' (NfER)</p>	<p>To run a 'Cage Green' expo. Series of workshops that centre on children showcasing their learning to parents/carers.</p> <p>Methods of teaching specific subjects will be showcased to parents/carers.</p>	SKC, Pastoral Team, Learning Teams and SLT	<p>July 2018</p> <p>SC to look at developing this Expo for Term 5.</p>	<p>Due to staffing, this will continue as an objective on the 2018-19 PPG Spending Plan. Development work will begin in Term 1 2018-19 for the Expo to be in Term 2 2018-19.</p>	<p>Supply cover tea/ coffee</p> <p>Resources</p> <p>£4340</p>
Children are on	A Cage Green	Focusing on ensuring that attendance	Walking Bus service to be developed	SLT	Regular Attendance	Walking	£2000

<p>time for school and attendance is at least 90%.</p>	<p>Walking Bus service is offered to parents/carers.</p>	<p>of PPF children is high so that the start to the day is ordered and timely.</p> <p>NfER – ‘schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)’. Also, ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.’</p>	<p>and a clear route set to collect children who are not within easy walking distance from the school. Particularly targeting children for whom attendance or lateness is an area to improve upon.</p> <p>Monitor attendance and lateness to ensure that this is decreasing.</p>	<p>and SENCo</p>	<p>Meetings and termly monitoring by SKC of lateness and attendance of identified pupils.</p> <p>July 2018 SC attended Attendance Monitoring 17/01/18 for EYFS and KS1 pupils, Further meeting taking place on 24/01/18 to look at KS2.</p>	<p>Bus service has been developed and is launching in Term1 2018.</p> <p>Attendance for the school was 95.06% in 2017-18</p>	
<p>To enhance and enrich curriculum opportunities for all (Linked to SIP priority 3.9)</p>	<p>A range of targeted curriculum and enhancement activities: -Science week -Book week</p> <p>Whole school</p>	<p>Ofsted ‘The Pupil Premium: an update’, found that schools using their pupil premium funding more effectively were ‘raising aspiration’ and this was a key factor to success.</p>	<p>All children have the opportunity to participate in curriculum enhancing and enriching activities.</p> <p>To raise the aspirations of pupils and to enhance their enjoyment of education.</p>	<p>SLT and Middle Leaders</p>	<p>School Council feedback before and after enrichment activities – Jan 2018 and July 2018</p> <p>Book Week and Science Week– School Council and both Learning Teams are involved in the decisions and</p>	<p>School Council feedback states that the children found these weeks enhanced their learning.</p>	<p>£2,000</p>

					ideas for these events.		
To ensure that all pupils benefit from the range of experiences that the school offers	Provide monetary provision for educational visits Identified pupils	Ofsted 'The Pupil Premium: an update', 'Although schools often spend the funding on a common menu of activities, effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils.'	All children have the opportunity to participate in curriculum enhancing and enriching activities. To raise the aspirations of pupils and to enhance their enjoyment of education.	SLT and Middle Leaders	School Council feedback before and after enrichment activities – Jan 2018 and July 2018	6 children in Year 6 and 6 children in Year 4 have received funding for their respective residential visits.	£2,500
To ensure vulnerable pupils have access to before and after school support	Breakfast Club and Afterschool Club provided for identified pupils	Ofsted 'The Pupil Premium: an update', 'The most successful schools...offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience.'	Ensure all children have a positive and timely start to the day, in order for them to begin learning effectively.	SLT Pastoral Team SENCo	July 2018	Breakfast Club and After School club provision has been provided this year for 10 children.	£2,500
Total Budgeted Cost							£13,340