



## **Pupil Premium Strategy 2016-2017**

“There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.”

John Dunford  
National Pupil Premium Champion 2013-2015

## **Pupil Premium Strategy 2016-2017**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

For full details of pupil funding and accountability for school see [Government information on Pupil Premium 2016-2017](#)

|  |                                    |                    |
|--|------------------------------------|--------------------|
| Total number of pupils on role (Academic Year 2016/2017)                             | 358                                |                    |
| Percentage of pupils eligible for Free School Meals (FSM)                            | 5%                                 | 18 FSM children    |
| Percentage of Children Looked After  | 0                                  | 0                  |
| Percentage of Service Children   | 0                                  | 0                  |
| Percentage of pupils eligible for Pupil Premium Grant (PPG)                          | 10.3%                              | 37 Ever 6 children |
| Percentage of pupils eligible for Pupil Premium Plus Grant (PP+)                     | 0.2%                               | 1 Ex CLA children  |
| Total amount of PPG received (Financial year 2016/2017)<br>Based on 2015/2016 Census | £67320                             |                    |
| Date of most recent PPG review   | July 2016                          |                    |
| Date for next internal review of this strategy                                       | November 2016/March 2017/July 2017 |                    |

## **KS2 attainment 2016**

|   | Pupils eligible for PPG at Bernards Heath Junior School | Pupils not eligible for PPG ('national other' average) |
|---|---|--|
| % achieving Expected standard and above in Reading, Writing and Maths (21 children) | 57%   | 60%  |
| % achieving expected standard or above in Reading                                   | 86%   | 71%  |
| % achieving expected standard or above in Writing                                   | 81%   | 79%  |
| % achieving expected standard or above in Maths                                     | 67%   | 75%  |

| Summary of barriers to future attainment   |
|--|
| 1. Specific social and emotional needs of individual children and the impact upon their learning   |
| 2. Access to extra curricular activities and school trips  |
| 3. Children who have a range of vulnerabilities eg PP and SEND   |
| 4. Middle prior attainers eligible for PP made less progress than 'national other' and the rest of the cohort (RaiseOnline). High attainers eligible for PP are less likely to reach the high standard in writing and maths than other high prior attainers. |
| 5. Although there are some common barriers, we endeavour to identify each pupils individual needs and ensure they have provision that is tailored to them. This is especially important in our school as we have low numbers of disadvantaged children.      |

At Bernards Heath Junior School we have fostered an ethos whereby disadvantaged are always at the front of the virtual queue. For example they are considered for clubs and external opportunities first and their books are marked first.

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention.

Teachers are constantly assessing children's learning and adapting provision to meet their changing needs. We have termly pupil progress meetings to discuss progress of children causing concern including children receiving pupil premium funding with the class teacher and SLT and we complete summative assessments each term (3x a year) so that progress can be tracked.

| Desired outcomes  | Success Criteria   |
|---|--|
| 1. Individual social and emotional needs met  | Increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour      |
| 2. All disadvantaged given the opportunity to attend extra curricular activities and school trips | Increased participation in extra curricular activities and school trips  |
| 3. Children with a range of vulnerabilities are identified and specific provision put in place    | Children are highlighted on the provision map and discussed individually at pupil progress meetings.   |
| 4. Higher rates of progress across KS2 for middle prior attainers eligible for PP in maths        | Children are highlighted on the provision map and make as much progress as other children identified as middle prior attainers in maths. This will be measured each term in Years 3,4,5 & 6.                   |
| 5. Individual needs identified and met.   | Every teacher knows who the disadvantaged children are and what other vulnerabilities they have (if any). Children are highlighted on the provision map and discussed individually at pupil progress meetings. |

### Provision Funded through Pupil Premium Grant

| 1:1 Tuition – Desired Outcomes 3,4 & 5   |   |  |
|--|---|--|
| Provide 1:1 tuition in English and/or Maths with a class teacher for children at risk of not making good progress or meeting ARE by the end of Year 6<br>Evidence base: Education Endowment Foundation - <b>One to one tuition +5 months</b>   |   |  |
| Numbers of PPG pupils  | Impact  | Supporting Data  |
| Projected:<br>11 children across Years 5 and 6<br>(4 children current FSM)   | Children will make expected or better progress.<br><br><b>RAG Rating:</b> | <i>% of children that made sufficient or better progress</i><br><i>% of children meeting Expected standard/ARE</i> |
| Projected Cost (year)  |   | Actual Cost (year)   |
| 11 x 8 x £30hr<br><b>= £2640</b>   |   |  |
| <b>Staff Lead:</b> Assistant Heads & AssCo   |   |  |
| <b>Lessons learnt from last year:</b><br>1:1 tuition had a good impact on Reading, but less impact on Writing and Maths.<br>Whole school improvement plan has a Writing focus this year. Staff INSET is in place to address teachers understanding of the raised standard in Writing.<br>The high prior attainers will be a particular focus this year for Maths |   |  |

| SEN Specialist Support Teacher – Desired outcomes 3,4 & 5   |  |   |
|---|--|---|
| Provide 1:1 tuition in English and/or Maths with a specialist teacher for children working significantly below ARE<br>Evidence base: Education Endowment Foundation - <b>One to one tuition +5 months</b> |  |   |
| Numbers of PPG pupils   | Impact   | Supporting Data   |
| 5 children (Autumn Term)<br>1x2hrs per week<br>2x1.5 hrs per week<br>1x1hr per week<br>1x30mins per week  | Targets on pupil profiles will be achieved.<br>Specialised assessment data will show accelerated progress.<br><b>RAG Rating:</b> | Please refer to individual SEN Assessment reports for progress made throughout the year. All children made progress against individual targets. |
| Projected Cost (year)   |  | Actual Cost (year)  |
| 6.5hrsx40weeks@£30/hour = <b>£7800</b>  |  | £   |
| <b>Staff Lead:</b> SENCo & SEN Teacher  |  |   |
| <b>Lessons learnt from last year:</b><br>Continue   |  |   |

| <b>Young Carers – Desired outcomes 1&amp;2</b>         |  |                           |
|--|--|---------------------------|
| Provide lunchtime club activities, resources and trips |  |                           |
| <b>Numbers of PPG pupils</b>                           | <b>Impact</b>  | <b>Supporting Data</b>    |
| 25% of Young Carers are PPG (Autumn Term)              | Children have dedicated time and space to make new friends and take a break from their caring responsibilities. They have the opportunity to discuss Young Carers issues and have fun.<br><b>RAG Rating:</b> |                           |
| <b>Projected Cost (year)</b>                           |  | <b>Actual Cost (year)</b> |
| 1hr/week@£10/hourx43=£430<br><b>25% of cost=£107</b>   |  | £                         |
| <b>Staff Lead :</b> Young Carers Lead                  |  |                           |
| <b>Lessons learnt from last year:</b><br>Continue      |  |                           |

| <b>Librarian - Desired outcomes 3&amp;5</b>  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
|--|---|---|------------|-------------------|-----------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Available on a daily basis to help children choose high quality books at home and school. Provides 1:1 reading support for identified children |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Numbers of PPG pupils</b>   | <b>Impact</b>   | <b>Supporting Data</b>  |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| 37 children (10%)  | All PPG children are issued a reading book and a library book. Each child has access to a wide range of high quality, well managed resources and may be targeted by the class teacher for extra reading support with the librarian. Weekly library lessons and open library sessions 2x/week.<br><br><b>RAG Rating:</b> | <i>Average number of books loaned per pupil V average number of books loaned per PPG pupil</i> <table border="1"> <thead> <tr> <th>Year group</th> <th>Average per pupil</th> <th>Average per PPG pupil</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> | Year group | Average per pupil | Average per PPG pupil |  |  |  |  |  |  |  |  |  |  |  |  |
| Year group   | Average per pupil   | Average per PPG pupil   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
|  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Projected Cost (year)</b>   |   | <b>Actual Cost (year)</b>   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| 15hrs/week@£10/hour x43=£6450<br><b>10% of cost=£645</b>   |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Staff Lead:</b> School librarian & English Coordinator  |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Lessons learnt from last year:</b><br>Continue, but have a greater focus on current FSM children for 1:1 reading sessions                   |   |   |            |                   |                       |  |  |  |  |  |  |  |  |  |  |  |  |

| <b>Specialist Music Teacher - Desired outcomes 2</b>  |   |   |
|---|---|---|
| Provide a specialist music teacher who teaches all children to play a tuned instrument as well as opportunities to sing in the choir and play in the orchestra<br>Evidence base: Education Endowment Foundation - <b>Arts participation +2 months</b> |   |   |
| <b>Numbers of PPG pupils</b>  | <b>Impact</b>   | <b>Supporting Data</b>  |
| 37 children (10%)   | Each child has a high quality music lesson delivered by a specialist music teacher every week. Each child has the opportunity to perform to a large audience at least twice a year.<br><br><b>RAG Rating:</b> | <i>Year 6 foundation assessment data</i><br>% of children meeting ARE |
| <b>Projected Cost (year)</b>  |   | <b>Actual Cost (year)</b>   |
| 10% of music teacher salary<br><b>£3000</b>   |   |   |
| <b>Staff Lead:</b> Music Coordinator  |   |   |
| <b>Lessons learnt from last year:</b><br>Higher percentage of disadvantaged children met ARE in Music than the rest of the cohort – continue  |   |   |

| <b>Subsidized Peripatetic Music Lessons - Desired outcomes 2</b>  |   |                                    |
|---|---|------------------------------------|
| Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months</b>   |   |                                    |
| <b>Numbers of PPG pupils</b>  | <b>Impact</b>   | <b>Supporting Data</b>             |
| 6 children<br>(3x guitar, 1x piano, 1x cello, 1 violin)   | All PPG children are offered the opportunity to learn a tuned instrument if they choose to.<br><br><b>RAG Rating:</b> | Uptake of ? PPG children this year |
| <b>Projected Cost (year)</b>  |   | <b>Actual Cost (year)</b>          |
| <b>£1277</b>  |   |                                    |
| <b>Staff Lead:</b> Assistant Office Manager   |   |                                    |
| <b>Lessons learnt from last year:</b><br>Promote uptake of subsidised lessons through newsletter/extra- curricular club voucher information |   |                                    |

| <b>Specialist Sports Teaching Assistant - Desired outcomes 2&amp;5</b>   |   |   |
|--|---|---|
| Supports children to make PE more inclusive and extending provision for target groups<br>Evidence base: Education Endowment Foundation - <b>Sports Participation +2 months</b> |   |   |
| <b>Numbers of PPG pupils</b>   | <b>Impact</b>   | <b>Supporting Data</b>                            |
| 37 children (10%)  | Children will have greater opportunity to develop key physical skills within lessons.<br><br><b>RAG Rating:</b> | <i>% of PPG achieving Age Related Expectation</i> |
| <b>Projected Cost (year)</b>   |   | <b>Actual Cost (year)</b>                         |
| 10% of Sports TA<br><b>£800</b>  |   |   |
| <b>Staff Lead:</b> PE Coordinators   |   |   |
| <b>Lessons learnt from last year:</b><br>New Sports TA to be made aware of Disadvantaged cohort to focus teaching key skills   |   |   |

| <b>Bangla speaking Teaching Assistant - Desired outcomes 2,3,4&amp;5</b>  |  |   |
|---|--|---|
| Work with children across the school (1:1/1:2), liaise with Bangla speaking parents and run an after school Bangla club |  |   |
| <b>Numbers of PPG pupils</b>  | <b>Impact</b>  | <b>Supporting Data</b>                                |
| 2 children 1:1 support (50 mins)<br><br>All Bangla children invited to attend. Numbers to follow                        | Closer community links with Bangla families.<br>Increased contact with parents.<br>Bangla after school club attendance.<br>Specific children identified for English and Maths intervention with a focus of vocabulary development.<br><b>RAG Rating:</b> | ? PPG children have attended Bangla club for the year |
| <b>Projected Cost (year)</b>  |  | <b>Actual Cost (year)</b>                             |
| 2hrs/week@£10/hourx43<br><b>£860</b>  |  |   |
| <b>Staff Lead:</b> Assistant Heads & AssCo  |  |   |
| <b>Lessons learnt from last year:</b><br>Continue. Has good impact.   |  |   |

| <b>Extra Curricular Club Voucher - Desired outcomes 2</b>   |  |  |
|---|--|--|
| All FSM and PP+ children issued with one club voucher per year. School is invoiced by the club<br>Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months, Sports Participation +2 months</b> |  |  |
| <b>Numbers of PPG pupils</b>  | <b>Impact</b>  | <b>Supporting Data</b>   |
| 18 current FSM children   | Children able to attend after school club.<br><br><b>RAG Rating:</b> | ? children have taken advantage of the Extra Curricular Club voucher this year |
| <b>Projected Cost (year)</b>  |  | <b>Actual Cost (year)</b>  |
| £4/session for 14 weeks (estimated)<br><b>£1008</b>   |  |  |
| <b>Staff Lead:</b> Pupil Premium Coordinator  |  |  |
| <b>Lessons learnt from last year:</b><br>Small uptake last year – promote voucher through Autumn term newsletter/sending reminder letter to those who do not use voucher scheme or attend external clubs              |  |  |

| <b>Other Services provided by outside agencies - Desired outcomes 1,3 &amp; 5</b>                            |   |   |
|--|---|---|
| e.g. St Albans Plus<br>Evidence base: Education Endowment Foundation - <b>Parental involvement +3 months</b> |   |   |
| <b>Numbers of PPG pupils</b>   | <b>Impact</b>   | <b>Supporting Data</b>  |
| 67% of St Albans Plus services   | Parent support worker available for parent or school referral. Support parents in managing children at home and accessing support services. CAF & TAF coordination.<br><b>RAG Rating:</b> | Positive parent/school relationships. Parents attend meetings and parents evenings. Strong communication links. |
| <b>Projected Cost (year)</b>   |   | <b>Actual Cost (year)</b>   |
| St Albans Plus cost for 1 year=£2305<br><b>67% of cost = £1544</b>   |   | £   |
| <b>Staff Lead:</b> Head & SENCo  |   |   |
| <b>Lessons learnt from last year:</b><br>Continue  |   |   |

| <b>'The Hub' - Desired outcomes 1,3 &amp; 5</b>  |  |  |
|--|--|--|
| 1 teacher and 1 TA to run a lunchtime and an afternoon session per week. Includes drinks and snacks.<br>Evidence base: Education Endowment Foundation - <b>Social and Emotional Learning +4 months</b>   |  |  |
| Autumn   | Spring   | Summer   |
| <b>Number of PPG Pupils</b>  | <b>Number of PPG Pupils</b>  | <b>Number of PPG Pupils</b>  |
| 5/6 (83% of 'The Hub' are PPG)   | (% of 'The Hub' are PPG)   | (% of 'The Hub' are PPG)   |
| <b>Impact</b>  | <b>Impact</b>  | <b>Impact</b>  |
| The impact of The Hub varies from child to child due to its highly individualised nature, but generally includes; increased progression across the curriculum, increased self-esteem with resulting greater access to the curriculum, improved social skills and friendship choices and better self-regulation of behaviour. |  |  |
| <b>RAG Rating:</b>   |  |  |
| <i>Boxall Profile Analysis</i><br><i>Pupil voice (Summer 2017)</i>   |  |  |
| <b>Projected Cost (Autumn Term)</b>  | <b>Projected cost (Spring Term)</b>  | <b>Projected cost (Summer Term)</b>  |
| Teacher cost: 4 hours/week @£30/hour x13= £1560<br><b>83% of £1560 = £1295</b><br>TA Cost: 4 hours/week @£10/hour x13= £520<br><b>83% of £520 = £432</b><br>Running costs: £100<br><b>83% of £100 = £83</b>  | Teacher cost: 4 hours/week @£30/hour x10= £1200<br><b>% of £1200 = £</b><br>TA Cost: 4 hours/week @£10/hour x10= £400<br><b>% of £400 = £</b><br>Running costs: £100<br><b>% of £100 = £</b> | Teacher cost: 4 hours/week @£30/hour x11= £1320<br><b>% of £1320 = £</b><br>TA Cost: 4 hours/week @£10/hour x11= £440<br><b>% of £440 = £</b><br>Running costs: £100<br><b>% of £100 = £</b> |
| <b>Projected cost for the year: £5000</b>  |  |  |
| <b>Actual cost: £</b>  |  |  |
| <b>Staff Lead:</b> Hub Teacher   |  |  |
| <b>Lessons learnt from last year:</b>  |  |  |
| The Hub has good impact on the emotional wellbeing of the children who attend. The make up of the group is vital to its success. This will be reviewed at least half termly taking children's views into account.  |  |  |

|  |   |                           |
|--|---|---------------------------|
| <b>Targeted Intervention - Desired outcomes 3,4 &amp; 5</b>  |   |                           |
| TA led targeted interventions in English and maths for children who are not making expected progress or meeting ARE.<br>Evidence base: Education Endowment Foundation - <b>Small group tuition +4 months, Phonics +4 months</b>  |   |                           |
| <b>Number of PPG Pupils</b> Provision map indicates expected average of intervention groups is 25% PPG (to be updated)   |   |                           |
| <b>Impact</b> Children making good or better progress in literacy/maths<br><b>RAG Rating:</b>  |   |                           |
| Autumn   | Spring  | Summer                    |
| Impact of intervention data to follow Summer term  | Impact of intervention data to follow Summer term | Booster groups            |
| <b>Projected Cost (year)</b>   |   | <b>Actual Cost (year)</b> |
| 6 hours/week@£10/hour=£2580 each class<br>Total £30960<br><b>25% of total= £7740</b>   |   | £                         |
| <b>Staff Lead:</b> Assistant Heads & AssCo   |   |                           |
| <b>Lessons learnt from last year:</b> Intervention groups had good impact on Reading, less so with Writing and Maths.<br>Refresher training in place for RWI with a particular focus on writing.<br>Share good practice across the school in Maths intervention (Maths club/booster groups)<br>Need to consider intervention groups for children with high prior attainment and the structure of these |   |                           |

|   |   |                             |
|---|---|-----------------------------|
| <b>Computing/Homework Club - Desired outcomes 2 &amp; 3</b>   |   |                             |
| Provide a teacher-led lunchtime computing and homework club once a week for targeted children<br>Evidence base: Education Endowment Foundation - <b>Digital technology +2 months, Homework +1 month</b> |   |                             |
| Autumn  | Spring                                    | Summer                      |
| <b>Number of PPG Pupils</b>   | <b>Number of PPG Pupils</b>               | <b>Number of PPG Pupils</b> |
| <i>PPG are top of the virtual queue for invites to the club</i>   | <i>? children have returned this term</i> | <i>? this term</i>          |
| <b>Impact</b> Computing club for children who do not have access to computers at home or need extra input with homework activities<br><b>RAG Rating:</b>  |   |                             |
| <b>Projected Cost (year)</b>  |   | <b>Actual Cost (year)</b>   |
| 10% of 40 hours@£30/hour<br><b>£120</b>   |   |                             |
| <b>Staff Lead:</b> ICT Coordinator  |   |                             |
| <b>Lessons learnt from last year:</b> Encourage disadvantaged children to attend. Make activities more varied to encourage long term participation.   |   |                             |

|  |  |  |
|--|--|--|
| <b>Targeted in class support (excluding Targeted interventions above) including targeted marking and feedback. - Desired outcomes 3,4 &amp; 5</b>  |  |  |
| For individuals and groups identified on the Provision Map. PPG children top of virtual queue. All teachers and TAs aware of who these children are.<br>Evidence base: Education Endowment Foundation - <b>Targeted marking and feedback +8 months, Teaching assistants +1 month</b> |  |  |
| <b>Number of PPG Pupils</b> 10% of whole school  |  |  |
| <b>Impact</b> Marking and feedback is used effectively and identifies next steps in learning journey. Teachers are aware of their PPG cohort. TA's used to provide targeted support within class.  |  |  |
| <b>RAG Rating:</b>   |  |  |
| <b>Impact</b>  |  |  |
| <b>Projected Cost (year)</b>   |  |  |
| 16 hours/week@£10/hour=£6880<br>(TAs average 22 hours/week, 6 hours are targeted interventions)<br>Total=£82560<br><b>10% of total=£8256</b>   |  | <b>Actual Cost (year)</b><br>% of total =<br>£ |
| <b>Staff Lead:</b> Class Teachers  |  |  |
| <b>Lessons learnt from last year:</b><br>Make sure Teaching Assistants are aware of the disadvantaged children within their class. Providing guidance and support for new Teaching Assistants  |  |  |

|   |  |  |
|---|--|--|
| <b>Curriculum enrichment subsidies - Desired outcomes 1&amp;2</b>   |  |  |
| Subsidize trips such as Year 6 school journey, swimming, cycling proficiency, enrichment experiences<br>(see also Extra Curricular Club voucher & Peripatetic Music)<br>Evidence base: Education Endowment Foundation - <b>Arts Participation +2 months, Sports Participation +2 months, Outdoor Adventure Learning +3 months</b> |  |  |
| Autumn  | Spring   | Summer   |
| <b>Number of PPG Pupils accessing payments</b>  | <b>Number of PPG Pupils accessing payments</b> | <b>Number of PPG Pupils accessing payments</b>             |
| ? activities paid for through PPG   | ? activities paid for through PPG              | ? activities paid for through PPG                          |
| <b>Impact</b> All children have the opportunity to attend extra-curricular and enrichment activities regardless of ability to pay.  |  |  |
| <b>RAG Rating:</b>  |  |  |
| Swimming, School trips<br>Cycling proficiency   | Swimming (Y5 + Y3) = £<br>School trips = £     | School trips = £<br>(Year 6 School Journey included above) |
| <b>Projected Cost (year)</b>  |  | <b>Actual Cost (year)</b>                                  |
| <b>£750 (based on last years spend)</b>   |  | £  |
| <b>Staff Lead:</b> Assistant Office Manager   |  |  |
| <b>Lessons learnt from last year:</b> To continue   |  |  |

| <b>Change for Life Cookery Club - Desired outcomes 1&amp;2</b>                   |                             |                             |
|--|-----------------------------|-----------------------------|
| Invite all pupil premium children for at least half a term per year              |                             |                             |
| Autumn   | Spring                      | Summer                      |
| <b>Number of PPG Pupils</b>  | <b>Number of PPG Pupils</b> | <b>Number of PPG Pupils</b> |
| PPG children   | PPG children                | PPG children                |
| <b>Impact</b> Children have opportunity to develop key life skills               |                             |                             |
| <b>RAG Rating:</b>   |                             |                             |
| <b>Pupil voice</b>   |                             |                             |
| <b>Projected Cost (year)</b>   |                             | <b>Actual Cost (year)</b>   |
| Staffing: 2hr/week@£10/hour = £860<br>Running cost = £350<br><b>Total= £1210</b> |                             | £                           |
| <b>Staff Lead:</b> Teaching Assistant for Cooking Club                           |                             |                             |
| <b>Lessons learnt from last year:</b>  |                             |                             |
| To continue  |                             |                             |

| <b>Change for Life Activity Session/Game On - Desired outcomes 1&amp;2</b>   |  |                           |
|--|--|---------------------------|
| All PPG children invited and encouraged to participate in lunchtime session once a week. GAME ON is led by Year 6 sports ambassadors and develops leadership and participation skills. |  |                           |
| Evidence base: Education Endowment Foundation - <b>Sports Participation +2 months</b>  |  |                           |
| <b>Impact</b> Children have the opportunity to develop key physical skills   |  |                           |
| <b>RAG Rating:</b>   |  |                           |
| <i>All of the Pupil premium children in Years 3, 4 and 5 attended Gome On during the year.</i>   |  |                           |
| <b>Projected Cost (year)</b>   |  | <b>Actual Cost (year)</b> |
| 1hr/week@£10/hour<br><b>£430</b>   |  | £430                      |
| <b>Staff Lead:</b> PE Coordinators   |  |                           |
| <b>Lessons learnt from last year:</b>  |  |                           |
| To continue  |  |                           |

| <b>Counselling and Mentoring - Desired outcomes 1&amp;3</b>                                     |                             |                             |
|---|-----------------------------|-----------------------------|
| Evidence base: Education Endowment Foundation - <b>Mentoring +1 months</b>                      |                             |                             |
| Autumn  | Spring                      | Summer                      |
| <b>Number of PPG Pupils</b>   | <b>Number of PPG Pupils</b> | <b>Number of PPG Pupils</b> |
| 1   |                             |                             |
| <b>Impact</b> Happy and settled. Interacting appropriately with peers and adults                |                             |                             |
| <b>RAG Rating:</b>  |                             |                             |
| <b>Projected Cost (year)</b>  |                             | <b>Actual Cost (year)</b>   |
| £210 for 6 sessions<br><b>£840</b> (projected total no. of chn 4)                               |                             | £                           |
| <b>Staff Lead:</b> Head & SENCo   |                             |                             |
| <b>Lessons learnt from last year:</b><br>Highly individualised, responding to needs of children |                             |                             |

| <b>Other Significant Provision</b>  |
|---|
| <b>Extra staffing for PPG child with significant behaviour needs</b>  |
| Evidence base: Education Endowment Foundation – <b>Behaviour interventions +4 months</b>  |
| <b>Lessons learnt from last year:</b><br>Through a whole school approach to supporting the child and family, this provision is no longer needed as there has been a significant positive impact on the child’s behaviour. The child is fully integrated into school life. |

| <b>Cost of Schools Meals - Desired outcomes 1</b>  |  |  |
|--|--|--|
| Autumn   | Spring                                       | Summer                                       |
| <b>Number of FSM Pupils</b>  | <b>Number of FSM Pupils</b>                  | <b>Number of FSM Pupils</b>                  |
| 18   |  |  |
| <b>Impact</b>  | <b>Impact</b>                                | <b>Impact</b>                                |
| Children receive a healthy and balanced meal   | Children receive a healthy and balanced meal | Children receive a healthy and balanced meal |
| <b>Projected Cost (year)</b>   |  | <b>Actual Cost (year)</b>                    |
| £2.35x185x18<br><b>£7825.50</b>  |  | £  |
| <b>Staff Lead:</b> Assistant Office Manager  |  |  |
| <b>Lessons learnt from last year:</b> Encourage and support people to apply for free school meals. |  |  |

Breakdown of Pupil Premium Plus Provision – Planned interventions 2016/2017 (not currently Free School Meals)

|                |  |
|----------------|--|
| <b>Child 1</b> | 1:1 tuition (SEN Specialist Teacher)<br>In class targeted support (daily)<br>The Hub<br>Computing/Homework club<br>Change for Life cookery club<br>Family support<br>Counselling |
|----------------|--|

**References**

Education Endowment Foundation Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>