

## Pupil premium strategy statement Toftwood Infant School

The pupil premium funding is given to schools to support eligible groups of children. Toftwood Infant School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

Pupil premium children often need nurturing to develop curiosity and the appropriate skills for the next stage in their learning. We aim to provide experiences, support and resources to ensure these children achieve at least equal progress to other children with similar starting points.

We recognise that with our children we need to; invest in building on and extending currently identified skills, to identify gaps in and barriers to learning through assessment, to further develop children's independence in learning, to deepen their self-esteem, their motivation for learning and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

1. Summary information					
School	Toftwood Infant				
Year	2018/19	Total PP budget	65100	Date of most recent PP Review	Sept 18
Total number of pupils	255	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Sept 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Combined % achieving ARE in reading, writing and maths	85%	50%
% achieving ARE in reading (or equivalent)	86%	55%
% achieving ARE in writing (or equivalent)	90%	55%
% achieving ARE in maths (or equivalent)	95%	63%

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

#### In-school barriers

The barriers and challenges disadvantaged children face at Toftwood Junior school are complex and varied - there is no single barrier/difficulty faced by all the children but the following barriers are generalised to the Pupil Premium Group.

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| A. | <b>Speech and language.</b> Many children come to school, or attending school, have poor expressive and receptive language below or well below what is expected for their age. This means they may find it difficult to understand simple instructions or to answer simple questions. They cannot communicate their needs verbally. This is a significant barrier to accessing the curriculum. Poor pronunciation skills impact significantly on their reading and writing ability also, and their ability to apply the phonic skills they have been taught. In the EYFS in particular, poor speech and language is also a social barrier to learning. |
| B. | <b>Fine and gross motor skills.</b> Poor fine and gross motor skills are a barrier. Many children have not had the pre-school skills and experiences for fine motor skills so this is a barrier to their writing and abilities in other areas such as Art, Design and technology etc.  |
| C. | <b>Social Skills and Confidence.</b> Some of our PP children have limited pre-school experiences and find it difficult to mix socially in group or whole class work. Some children also find it difficult to focus when working one to one with an adult. Learning confidence can be low and we have to develop this to enable them to access their learning appropriately.  |
| D. | <b>Attendance and punctuality.</b> Some of our PP children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning.  |
| E. | <b>Lack of resources or appropriate support at home.</b> Many of our PP children do not have the resources at home to support their learning so need to be provided with these. In some families, there are few or no reading books to stimulate and extend reading skills and enjoyment.  |
| F. | <b>Lack of cultural experiences.</b> Many of our children have not had access to a range of cultural experiences to enhance their learning and understanding.  |

#### External barriers

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| G. | <b>Housing Issues.</b> Eviction or inadequate housing causes anxiety amongst several of our PP children. It can impact on their attendance but also their emotional well-being. Some of our children have had several house moves which has been very unsettling.  |
| H. | <b>Safeguarding concerns.</b> Some of our PP children have a level of safeguarding concern related to their family situations. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.   |
| I. | <b>Limited experiences outside of school hours.</b> Some of our children have limited appropriate social interactions and opportunities to develop their social and emotional skills. They may not have appropriate modelling of language and appropriate social skills. They often lack in appropriate enriching cultural and enrichment experiences.                               |
| J. | <b>Parents needing additional support.</b> Some parents of PP children may feel isolated, or may benefit from support in order to support their child/children with their learning at home. Some parents may have experienced eviction which can impact on the ability for families to support children with learning at home and focus on school learning during challenging times. |

<b>K.</b>	<b>Social and emotional difficulties.</b> As a result of some difficult home circumstances, additional support is required for some of our PP children to develop confidence and self-worth.
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<b>4. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Improve the expressive and receptive language skills of children eligible for PP to enable effective learning in all areas of the curriculum. Children with speech, language and communication difficulties will learn how to overcome these.	Language skills become effective and enable children to make progress in their learning. Children will learn and work independently, ask questions to clarify and express their understanding.
<b>B.</b>	Children will develop the skills to learn and work well independently, with an adult and in groups or as whole class. Children will develop confidence and become effective communicators.	Social skills and behaviours for learning are effective and allow children to progress in their learning.
<b>C.</b>	Parents engage with school life and events and workshops, meetings and support provided contribute to their ability to support their children to progress in their learning. Parents have access to support and information when they face personal challenges.	School staff and families work together effectively to support children and help them make the best progress possible.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the expressive and receptive language skills of children.  Children have the confidence to move from working/talking one to one, to a small group and then to a whole class.	Early identification of speech and language needs on entry to the setting. Develop a language rich curriculum and environment. Model good use of language in all lessons and teaching times. Implement Talk Boost and Early Talk Boost. Support children with speech and language programmes given by the speech and language	In previous years Talk Boost and Early Talk Boost have had a positive impact on social and communication skills of children, including children who receive PP funding.	Training updates as required for SLTA and SENCo/teaching staff as appropriate.	SENCo	Children improve their language skills in relation to their own starting points and make progress in line with other children with similar starting points. Pronunciation skills are reflected in their writing and ability to apply their phonic skills. Encoding and decoding skills

<p>Children with pronunciation difficulties learn how to overcome these.</p>	<p>therapists. Small group work, such as Project Club is delivered to stimulate conversation and language development. Employment of a full time TA to deliver the interventions of Talk Boost and Early Talk Boost. Additional teaching resource to reduce group sizes so that children have more opportunities for quality first teaching in a smaller group. Activities to support language development individually or in small groups.</p>				<p>(spelling and reading) are improved. Talk Boost - Children are monitored on a pupil specific basis - each pupil assessed using speech and language tracker on entry and exit. <b>Approximate cost £11,000 (To be confirmed following annual expenditure review)</b></p>
<p>Development and support of the key skills required to learn effectively, such as using feedback to achieve identified next steps and asking appropriate questions to move learning and understanding forwards.</p>	<p>Excellent Learner characteristics will be introduced and developed in school to promote good behaviours for learning. Additional intervention staff will deliver targeted sessions to support effective behaviours for learning. This may be delivered in class, alongside whole-class teaching, individually or in</p>	<p>Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'</p>	<p>Staff trained in higher order questioning. Teachers will assess the children in their class and allocate appropriate targeted tasks to develop and embed key skills.</p>	<p>SLT &amp; all Teachers</p>	<p>Termly Pupil Progress meetings. <b>Approximate cost £10,000 (To be confirmed following annual expenditure review)</b></p>

	small groups. Use of higher order questioning to promote metacognition and independent learners.				
Children have sufficient resources to support their learning in and out of school.	Subscription to MYMaths which can be used at home and at school to promote progression in maths. Beanstalk - 1:1 pupil specific reading. Starting school packs are sent home upon starting school.	Sutton document 'One to one tuition +5 months moderate impact'	Subscription to MYMaths and purchased. Key staff trained. In house training for all staff. Volunteer provided by Beanstalk.	SLT	MYMaths and TTRockstars monitored weekly by KH and promoted in assembly. Beanstalk volunteer disseminates weekly to SS. <b>Approximate cost £1609 (To be confirmed following annual expenditure review)</b>
Fine and gross motor skills are developed over time and enable children to effectively access the whole curriculum.	A range of resources to promote fine and gross motor skill development are used. Fine Motor: PP packs for home use, Twiddle Tables in EYFS classes, fine motor groups in EYFS/KS1 etc. Gross Motor: Apparatus, balance bikes and learning environments which promote gross motor control by providing mounds and troughs and large equipment.	Physical Development is a Prime Area of the EYFS curriculum and children are required to reach the expected standard in this area prior to transition into KS1. Fine motor control impacts upon formation of letters and can have a negative impact on writing progress and application of phonic skills.	Packs of resources are sent home when children start school to support learning at home, including resources to promote fine motor control - such as pencils, pens and scissors. Apparatus, resources and learning environments in school are used to provide opportunities for children to develop these skills. Intervention sessions are delivered to provide additional support to children who need to develop these skills.	EYFS staff and all teachers and SLT SENCo	Intervention groups are reviewed half termly and monitored by the SENCo where appropriate. Pupil Progress meetings take place regularly with a designated SLT member.  <b>No financial allocation to fulfil these actions.</b>

<p>Poor attendance to be rectified quickly and effectively.</p>	<p>A high priority is placed on excellent attendance as it is necessary for the children to learn effectively. Attendance is celebrated in assembly. Attendance monitoring systems are in place and designated staff available to provide support and challenge when appropriate.</p>	<p>The school has high expectations regarding attendance. Good attendance enables children to access the full curriculum and for ongoing assessments of learning to inform teaching in school in order to address the needs of children and their identified next steps.</p>	<p>Attendance patterns will be monitored regularly. We will write to the parents and ask them to come in and discuss the issues behind the absences either with us or the cluster attendance improvement officer. PSA support for families where they may find it a challenge to achieve good attendance patterns.</p>	<p>SLT &amp; LH</p>	<p>SLT to analyse attendance. <b>No financial allocation to fulfil these actions.</b></p>
<p>Children have the confidence to work with their peers. Mental health, self-worth and confidence are improved for pupils.</p>	<p>Provision of lunchtime lounge for children requiring extra support.</p>	<p>'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' + 3-4 months additional progress.</p>	<p>Children will be invited to attend Lunchtime Lounge sessions regularly.</p>	<p>SLT &amp; SENCo</p>	<p>Termly Pupil Progress meetings.  <b>Approximate cost £5900 (To be confirmed following annual expenditure review)</b></p>
<p>Cross curricular enrichment activities and experiences enhance the learning process and support developing learning confidence.</p>	<p>Secret Club</p>	<p>Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be</p>	<p>Teaching staff and TA run a weekly secret club for 1 ¼ hours, each week. Access to resources and for the children.</p>	<p>SLT</p>	<p>Children who do not attend on a regular basis are identified to their class teacher for additional support.  <b>Approximate cost £435 (To be confirmed following</b></p>

		particularly effective for low achieving and older pupils.'			<b>annual expenditure review)</b>
Children have a range of experiences to meet all the curriculum requirements and give them the skills to succeed across the curriculum.	Subscriptions to Children's University. Subscriptions to Espresso, Purple Mash and Clicker 7. External visits and visitors programme, such as theatre companies, dance workshops etc.	Children have a foundation of knowledge to ensure they are prepared at an age appropriate level to understand and contribute to life in modern Britain.	Pupil passports promoted at parents consultations, in newsletters, celebration assemblies and information on the website. Annual graduation event attended or arranged by school.	SLT	<b>Approximate cost £3936 (To be confirmed following annual expenditure review)</b>
Parents receive support in order to effectively work with their children at home to enable effective learning. Parents will be informed of their children's progress and their learning needs. Parents receive appropriate support from the PSA.	PSA support for families is available to all families. Open afternoons and workshops and special events to share good practice with parents and families. Curriculum newsletters and regular communication from school. A termly report card to inform parents of their children's learning needs and how to support them.	Parental involvement, +3 months, moderate impact for moderate costs.	PSA is able to offer support in a number of capacities and to signpost to external services. Events in school are planned to support families based on the identified need/s. Information available to parents to enable support at home.	SLT	<b>No specific PP cost in relation to this provision.</b>

6. Review of expenditure					
Previous Academic Year		2017/18		Associated costs £65100	
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the expressive and receptive language skills of children.</p> <p>Children have the confidence to move from working/talking one to one, to a small group and then to a whole class.</p> <p>Children with pronunciation difficulties learn how to overcome these.</p>	<p>Early identification of speech and language needs on entry to the setting. Develop a language rich curriculum and environment. Model good use of language in all lessons and teaching times.</p> <p>Implement Talk Boost and Early Talk Boost. Support children with speech and language programmes given by the speech and language therapists. Small group work, such as Project Club is delivered to stimulate conversation and language development. Employment of a full time TA to deliver the interventions of Talk Boost and Early Talk Boost. Additional teaching</p>	<p>In previous years Talk Boost and Early Talk Boost have had a positive impact on social and communication skills of children, including children who receive PP funding.</p>	<p>Training updates as required for SLTA and SENCo/teaching staff as appropriate.</p>	<p>SENCo</p>	<p>Children improve their language skills in relation to their own starting points and make progress in line with other children with similar starting points. Pronunciation skills are reflected in their writing and ability to apply their phonic skills. Encoding and decoding skills (spelling and reading) are improved.</p> <p>Talk Boost - Children are monitored on a pupil specific basis - each pupil assessed using speech and language tracker on entry and exit.</p> <p><b>Approximate cost £8500 (To be confirmed following</b></p>

	<p>resource to reduce group sizes so that children have more opportunities for quality first teaching in a smaller group.</p> <p>Activities to support language development individually or in small groups.</p>				<p><b>annual expenditure review)</b></p>
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
<p>Improve the expressive and receptive language skills of children.</p> <p>Children have the confidence to move from working/talking one to one, to a small group and then to a whole class.</p> <p>Children with pronunciation difficulties learn how to overcome these.</p>	<p>Early identification of speech and language needs on entry to the setting.</p> <p>Develop a language rich curriculum and environment. Model good use of language in all lessons and teaching times.</p> <p>Implement Talk Boost and Early Talk Boost.</p> <p>Support children with speech and language programmes given by the speech and language therapists. Small group work, such as Project Club is delivered to stimulate conversation</p>	<p>Children eligible for PP funding make good progress from their starting points and in line with children with similar starting points.</p> <p>The language rich curriculum supports children to make good progress, starting in the EYFS and supporting good outcomes for children.</p> <p>In 2016-2017 75% of children eligible for PP funding achieved the GLD in their Reception year. This compares to a national average figure of 57%.</p>	<p>Due to the positive impact seen for individual children and over time this provision will continue.</p>

	<p>and language development. Employment of a full time TA to deliver the interventions of Talk Boost and Early Talk Boost. Additional teaching resource to reduce group sizes so that children have more opportunities for quality first teaching in a smaller group. Activities to support language development individually or in small groups.</p>		
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Development and support of the key skills required to learn effectively, such as using feedback to achieve identified next steps and asking appropriate questions to move learning and understanding forwards.</p>	<p>Excellent Learner characteristics will be introduced and developed in school to promote good behaviours for learning. Additional intervention staff will deliver targeted sessions to support effective behaviours for learning. This may be delivered in class, alongside whole-</p>	<p>Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'</p>	<p>Staff trained in higher order questioning. Teachers will assess the children in their class and allocate appropriate targeted tasks to develop and embed key skills.</p>	<p>SLT &amp; all Teachers</p>	<p>Termly Pupil Progress meetings. <b>Approximate cost £10,200 (To be confirmed following annual expenditure review)</b></p>

	class teaching, individually or in small groups. Use of higher order questioning to promote metacognition and independent learners.				
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Desired outcome	Chosen action/approach	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)
<p>Development and support of the key skills required to learn effectively, such as using feedback to achieve identified next steps and asking appropriate questions to move learning and understanding forwards.</p>	<p>Excellent Learner characteristics will be introduced and developed in school to promote good behaviours for learning. Additional intervention staff will deliver targeted sessions to support effective behaviours for learning. This may be delivered in class, alongside whole-class teaching, individually or in small groups. Use of higher order questioning to promote metacognition and independent learners.</p>	<p>Children eligible for PP funding make good progress from their starting points and in line with children with similar starting points and feel confident in their learning skills.</p> <p>Pupil voice collected in May 2018 relating to our school Excellent Learner characteristics:          "If I make a mistake I know I can carry on until I get it." Child in Year 2.          "If you ask enough questions you'll get there." (Child in Year 2.          "If my names goes on there (the Excellent Learner poster) I know I'm doing it right." Child in Year 1.          "When my name is on one I feel proud." Child in year 1.</p> <p>Pupil Progress meeting monitoring and ongoing assessments and other monitoring of teaching and learning confirm good progress for children from their starting points.</p> <p>In 2017-2018 75% of children eligible for PP funding achieved the GLD in their Reception year. This compares to a national average figure of 57%.</p>	<p>Due to the positive impact seen for individual children and over time across the curriculum this provision will continue.</p>

		<p>In 2017-2018 85% of children eligible for PP funding achieved the combined expected standard in reading, writing and maths in Year 2. This compares to a national figure of 50%.</p> <p>Wider curriculum monitoring also confirms positive outcomes for children in receipt of PP funding. Monitoring of foundation subjects confirms that a higher number of children in receipt of PP funding secured a teacher assessment judgement of 'expected' in line with our school curriculum expectations in Year 1 and by the end of the Key Stage 1 curriculum in Year 2.</p>	
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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?
Children have sufficient resources to support their learning in and out of school.	Subscription to Maths Whizz which can be used at home and at school to promote progression in maths. Beanstalk - 1:1 pupil specific reading. Starting school packs are sent home upon starting school.	Sutton document 'One to one tuition +5 months moderate impact'	Subscription to Maths Whizz purchased. Key staff trained. In house training for all staff. Volunteer provided by Beanstalk.	SLT	MYMaths monitored weekly and promoted in assembly. Beanstalk volunteer disseminates weekly to designated staff member. <b>Approximate cost £1600 (To be confirmed following annual expenditure review)</b>
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned	

			<b>(and whether you will continue with this approach)</b>
Children have sufficient resources to support their learning in and out of school.	Subscription to Maths Whizz which can be used at home and at school to promote progression in maths. Beanstalk - 1:1 pupil specific reading. Starting school packs are sent home upon starting school.	The cost of Maths Whizz outweighed the benefits and assessments did not correlate with teacher assessments.  Children have responded well to Beanstalk reading sessions. Pupil voice relating to Beanstalk reading: "I like going." "We play and read."	Maths Whizz subscription ended during this monitoring year and was not renewed. MyMaths was assessed to provide the same benefits as Maths Whizz for a more competitive cost and this will be assessed in the new monitoring year.

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Fine and gross motor skills are developed over time and enable children to effectively access the whole curriculum.	A range of resources to promote fine and gross motor skill development are used. Fine Motor: PP packs for home use, Twiddle Tables in EYFS classes, fine motor groups in EYFS/KS1 etc. Gross Motor: Apparatus, balance bikes and learning environments which promote gross motor control by providing mounds and troughs and large equipment.	Physical Development is a Prime Area of the EYFS curriculum and children are required to reach the expected standard in this area prior to transition into KS1.  Fine motor control impacts upon formation of letters and can have a negative impact on writing progress and application of phonic skills.	Packs of resources are sent home when children start school to support learning at home, including resources to promote fine motor control - such as pencils, pens and scissors. Apparatus, resources and learning environments in school are used to provide opportunities for children to develop these skills.  Intervention sessions are delivered to provide additional support to children who need to develop these skills.	EYFS staff and all teachers and SLT SENCo	Intervention groups are reviewed half termly and monitored by the SENCo where appropriate. Pupil Progress meetings take place regularly with a designated SLT member.  <b>No PP funding financial allocation to fulfil these actions.</b>

Desired outcome	Chosen action/approach	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)
Fine and gross motor skills are developed over time and enable children to effectively access the whole curriculum.	A range of resources to promote fine and gross motor skill development are used. Fine Motor: PP packs for home use, Twiddle Tables in EYFS classes, fine motor groups in EYFS/KS1 etc. Gross Motor: Apparatus, balance bikes and learning environments which promote gross motor control by providing mounds and troughs and large equipment.	Fine and gross motors skills have been developed through this provision. 100% of children achieved the Moving and Handling Early Learning Goal at the end of their Reception year (EYFS).	Resources and strategies will continue to be incorporated to daily provision in learning environments (indoor and outdoor classrooms) to ensure children develop fine and gross motor skills and control.

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?
Poor attendance to be rectified quickly and effectively.	A high priority is placed on excellent attendance as it is necessary for the children to learn effectively. Attendance is celebrated in assembly. Attendance monitoring systems are in place and designated staff are available to provide	The school has high expectations regarding attendance. Good attendance enables children to access the full curriculum and for ongoing assessments of learning to inform teaching in school in order to address the needs of children and	Attendance patterns will be monitored regularly. We will write to the parents and ask them to come in and discuss the issues behind the absences either with us or the cluster attendance improvement officer. PSA support for families where they may find it a challenge to	SLT & LH	SLT to analyse attendance. <b>No PP funding financial allocation to fulfil these actions.</b>

	support and challenge when appropriate.	their identified next steps.	achieve good attendance patterns.		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>		<b>Lessons learned (and whether you will continue with this approach)</b>	
Poor attendance to be rectified quickly and effectively.	A high priority is placed on excellent attendance as it is necessary for the children to learn effectively. Attendance is celebrated in assembly. Attendance monitoring systems are in place and a cluster Attendance Officer is available to provide support and challenge when appropriate.	The school maintains a high level of attendance with children maintaining above the government recommended level of 95%. Attendance for all children in school during the academic year 2017-2018 was 96.25%. Children in receipt of PP funding attendance was 95.5%.		Support and monitoring around attendance will continue to ensure children are in school and able to engage with the full curriculum offer.	

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have the confidence to work with their peers. Mental health, self-worth and confidence are improved for pupils.	Provision of lunchtime lounge for children requiring extra support.	'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.' + 3-4 months additional progress.	Children will be invited to attend Lunchtime Lounge sessions regularly.	SLT & SENCo	Termly Pupil Progress meetings.  <b>Approximate cost £5845 (To be confirmed following annual expenditure review)</b>

Desired outcome	Chosen action/approach	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)
Children have the confidence to work with their peers. Mental health, self-worth and confidence are improved for pupils.	Provision of lunchtime lounge for children requiring extra support.	Children attending receive tailored provision to support identified needs. Turn taking, confidence and behaviour related support are recent focus areas. Pupil voice collected during Lunchtime Lounge provision this year:  "It's my favourite place at lunchtime."  "It's a happy place."  "There's lots to do. I really like it when there's music."  "It's fun."	Lunchtime Lounge provision will continue next year. Staff will continue to introduce activities and sessions based on the interests and needs of the children.

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?
Cross curricular enrichment activities and experiences enhance the learning process and support developing learning confidence.	Secret Club	Sutton document: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'	Teaching staff and TA run a weekly secret club for 1 ¼ hours, each week. Access to resources and for the children.	SLT	Children who do not attend on a regular basis are identified to their class teacher for additional support.  <b>Approximate cost £435 (To be confirmed following annual expenditure review)</b>

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Cross curricular enrichment activities and experiences enhance the learning process and support developing learning confidence.	Secret Club	<p>Children attending Secret Club have developed key skills to support their learning, such as turn taking and team work. Children participated in additional learning experiences to enhance their in class learning.</p> 	<p>Secret Club provision will continue next year. Staff will continue to plan sessions based on the interests and identified needs of the children.</p>

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have a range of experiences to meet all the curriculum requirements and give them the skills to succeed across the curriculum.	Subscriptions to Children's University. Subscriptions to Espresso, Purple Mash and Clicker 7. External visits and visitors programme, such as theatre companies, dance workshops etc.	Children have a foundation of knowledge to ensure they are prepared at an age appropriate level to understand and contribute to life in modern Britain.	Pupil passports promoted at parents consultations, in newsletters, celebration assemblies and information on the website. Annual graduation event attended or arranged by school.	SLT	<b>Approximate cost £8044 (To be confirmed following annual expenditure review)</b>

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Children have a range of experiences to meet all the curriculum	Subscriptions to Children's University. Subscriptions to Espresso, Purple Mash	<p>Children in receipt of PP funding achieve across the curriculum.</p> <p>Children and families engage with the Children's University membership and two graduation ceremonies were provided</p>	These curriculum enhancements will be used again and achievements in and beyond school will continue to be celebrated.

<p>requirements and give them the skills to succeed across the curriculum.</p>	<p>and Clicker 7. External visits and visitors programme, such as theatre companies, dance workshops etc.</p>	<p>in March and July 2018 with thousands of hours of Children's University learning celebrated.</p> <p>Pupil Progress meeting monitoring and ongoing assessments and other monitoring of teaching and learning confirm good progress for children from their starting points.</p> <p>In 2017-2018 75% of children eligible for PP funding achieved the GLD in their Reception year. This compares to a national average figure of 57%.</p> <p>In 2017-2018 85% of children eligible for PP funding achieved the combined expected standard in reading, writing and maths in Year 2. This compares to a national figure of 50%.</p> <p>Wider curriculum monitoring also confirms positive outcomes for children in receipt of PP funding. Monitoring of foundation subjects confirms that a higher number of children in receipt of PP funding secured a teacher assessment judgement of 'expected' in line with our school curriculum expectations at the end of Year 1 and by the end of Year 2 than their peers.</p>	
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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?
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Parents receive support in order to effectively work with their children at home to enable effective learning. Parents will be informed of their children's progress and their learning needs. Parents receive appropriate support from the PSA.	PSA support for families is available to all families. Open afternoons and workshops and special events to share good practice with parents and families. Curriculum newsletters and regular communication from school. A termly report card to inform parents of their children's learning needs and how to support them.	Parental involvement, +3 months, moderate impact for moderate costs.	PSA is able to offer support in a number of capacities and to signpost to external services. Events in school are planned to support families based on the identified need/s. Information available to parents to enable support at home.	SLT	<b>No PP funding financial allocation to fulfil these actions.</b>
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Parents receive support in order to effectively work with their children at home to enable effective learning. Parents will be informed of their children's progress and their learning needs. Parents receive appropriate	PSA support for families is available to all families. Open afternoons and workshops and special events to share good practice with parents and families. Curriculum newsletters and regular communication from school. A termly report card to inform parents of their children's learning needs and how to support them.	Available PSA appointments are booked up regularly by families, including those families with children in receipt of PP funding. This is confirmed by ongoing monitoring by designated members of staff.	This provision will continue next year.

support from the PSA.			
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