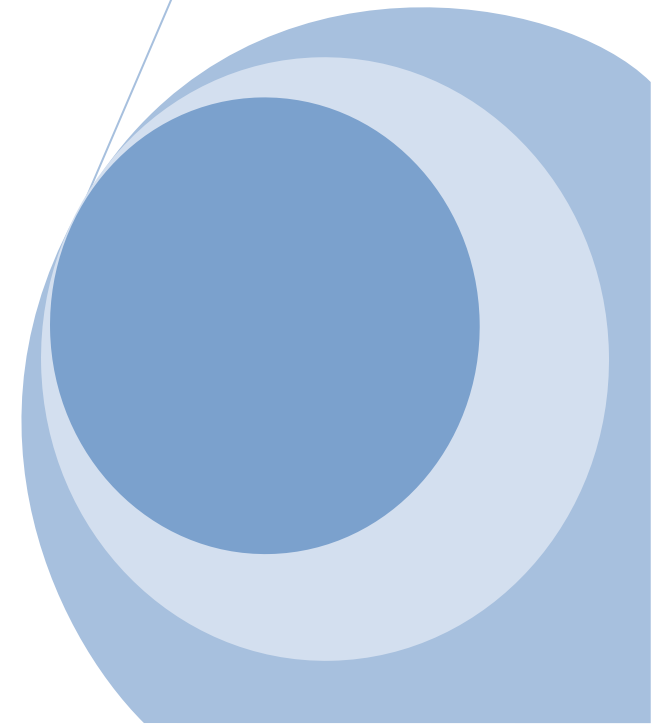
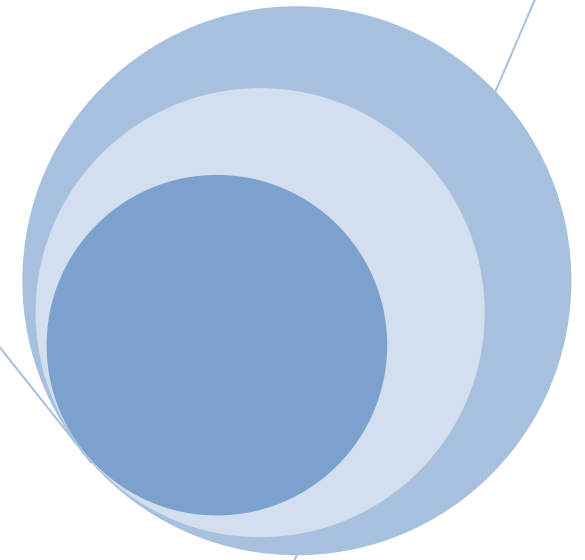


PUPIL PREMIUM Planned expenditure 2018-2019

PUPIL PREMIUM LEAD- IAN COOPER. PUPIL PREMIUM GOVERNOR-
12/9/2018



1. SUMMARY INFORMATION					
SCHOOL	WHISTON WILLIS PRIMARY ACADEMY				
ACADEMIC YEAR	2018-2019	TOTAL PP BUDGET	£150,700	DATE OF MOST RECENT PP REVIEW	Planned December 2018
TOTAL NUMBER OF PUPILS	270 REC-Y6 33 Nursery	NUMBER OF PUPILS ELIGIBLE FOR PP	105-deprivation 2- service children 5-Post LAC	DATE FOR NEXT INTERNAL REVIEW OF THIS STRATEGY	March 2019

2. CURRENT ATTAINMENT		
COHORT	PUPILS ELIGIBLE FOR PP (your school)	PUPILS NOT ELIGIBLE FOR PP (national average)
REC: In this cohort 12 children are eligible for PP funding (29%). Baseline data indicates that 4 need to make accelerated progress in CLL and maths to achieve age related expectations.	From NFER baseline, in CLL 33% are part of a school based focused group, 33% are identified as meeting expected standards and 33% are targeted as potential exceeding. In maths, 8% require additional support, 33% are part of a school based focused group, 33% are identified as meeting expected standards and 26% are targeted as potential exceeding.	From NFER baseline, in CLL 10% require additional support, 23% are part of a school based focused group, 50% are identified as meeting expected standards and 17% are targeted as potential exceeding. In maths, 23% require additional support, 23% are part of a school based focused group, 36% are identified as meeting expected standards and 17% are targeted as potential exceeding.
Year 1: In this cohort 12 pupils are eligible for PP funding (30%). Of these children, 5 need to make accelerated progress within reading, writing and maths. Of the other children, they need to continue to make at least expected progress.	In 2017-2018, whilst in reception, 64% of PP eligible pupils achieved a good level of development (GLD)	In 2017-2018, whilst in reception, 74% of NPP eligible pupils achieved a good level of development (GLD)
Year 2: In this cohort 15 pupils are eligible for PP funding (38%). Of these children, 6 need to make accelerated progress within reading, writing and maths. Of the other children, they need to continue to make at least expected progress.	In reading, 60% are working at expected or above. In writing, 60% are working at expected or above In maths, 60% are working at expected or above. In RWM combined, 60% are working at expected or above	In reading, 80% are working at expected or above. In writing, 76% are working at expected or above In maths, 72% are working at expected or above. In RWM combined, 68% are working at expected or above
Year 3: In this cohort 17 pupils are eligible for PP funding (46%). Of these children, 7 need to make accelerated progress within reading and maths and 8 in writing. Of the other children, they need to continue to make at least expected progress.	In reading, 61% are working at expected or above. In writing, 53% are working at expected or above In maths, 61% are working at expected or above. In RWM combined, 44% are working at expected or above	In reading, 90% are working at expected or above. In writing, 86% are working at expected or above In maths, 86% are working at expected or above. In RWM combined, 76% are working at expected or above
Year 4: In this cohort 19 pupils are eligible for PP funding (50%). Of these children, 8 need to make accelerated progress within reading and maths and 9 in writing. Of the other children, they need to continue to make at least expected progress.	In reading, 58% are working at expected or above. In writing, 53% are working at expected or above In maths, 58% are working at expected or above. In RWM combined, 47% are working at expected or above	In reading, 84% are working at expected or above. In writing, 74% are working at expected or above In maths, 84% are working at expected or above. In RWM combined, 73% are working at expected or above
Year 5: In this cohort 14 pupils are eligible for PP funding (40%). Of these children, 5 need to make accelerated progress within reading and writing and 6 in maths to achieve age related expectations. Of the other children, they need to continue to make at least expected progress.	In reading, 62% are working at expected or above. In writing, 62% are working at expected or above In maths, 54% are working at expected or above. In RWM combined, 54% are working at expected or above	In reading, 81% are working at expected or above. In writing, 71% are working at expected or above In maths, 81% are working at expected or above. In RWM combined, 71% are working at expected or above
Year 6: In this cohort 18 pupils are eligible for PP funding (44%). Of these children, 4 need to make accelerated progress within reading, writing and maths to achieve age related expectations. Of the other children, they need to continue to make at least expected progress.	In reading, 78% are working at expected or above. In writing, 78% are working at expected or above In maths, 78% are working at expected or above. In RWM combined, 78% are working at expected or above	In reading, 90% are working at expected or above. In writing, 86% are working at expected or above In maths, 86% are working at expected or above. In RWM combined, 81% are working at expected or above

3.BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Low attainment on entry especially in communication, language and literacy for some PP eligible children.	
B.	Lower attainment at end of EYFS, Y1 phonics screening, KS1 and KS2	
C.	Emotional vulnerability and well being in some PP eligible children	
D.	Some PP eligible pupils must improve attendance and punctuality.	
External Barriers		
E.	FINANCIAL- difficulty paying for visits, extended activities etc	
F.	Parental engagement and aspirations for children	
4.Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	To ensure exceptionally high achievement for all PP eligible pupils through enhances curriculum opportunities and support as necessary.	<p>PP eligible pupils in EYFS will be supported to achieve at least in line with their non PP peers.</p> <p>PP eligible pupils in KS1 will be close to or in line with national averages for other pupils in all subjects including Phonics. (ie the difference from national will be no more than -1 as evidenced in OFSTED Inspection dashboard data.)</p> <p>PP eligible pupils in KS2 will make progress that is not significantly below national other overall or for any prior attaining group in any subject. (ie progress will be expressed as a positive value in the OFSTED inspection dashboard data)</p> <p>More Able PP eligible pupils will achieve higher scores at a similar or better proportion as non PP eligible pupils.</p>
B.	To ensure PP eligible pupils attendance and punctuality is improving over time	<p>To improve attendance of PP eligible pupils to be in line with national averages.</p> <p>Reduce the proportion of PP eligible pupils falling below PA threshold figures.</p> <p>Individual PP eligible pupils' attendance shows an improvement over time or when attendance is already good this is maintained.</p> <p>Regular attendance and punctuality improves educational outcomes through increased regular access to high quality teaching and specific intervention work and support when required within school.</p> <p>Attendance meetings with families are well attended on a termly basis and lead to improvements for specific children.</p> <p>Improved engagement as a result of improved home school links, support and challenge.</p>

C.	To ensure the quality of provision for personal development and welfare continues to be of high quality for all pupils including those pupils who are PP eligible.	Records (eg behaviour logs/ vulnerability records) demonstrate that appropriate actions have been planned, undertaken and evaluated with the result that PP eligible pupils develop resilience, social skills, behaviour for learning characteristics and that pupils are safe and happy. When necessary, parents are supported by workshops, individual support and referral to external agencies. When appropriate, PP eligible pupils are targeted for additional social and emotional support through pastoral provision within school and using external support.
D.	To develop learning opportunities for PP eligible pupils through the use of social and cultural experiences.	%uptake for visits increases, Children's University graduations, extracurricular club participation increases and all will be proportionately equal to non PP eligible pupils.

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

5.PLANNED EXPENDITURE					
ACADEMIC YEAR		2018-2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i.Quality of teaching for all.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils across KS2 make a minimum of expected progress from their EOKS1 PAG in all subject areas.</p> <p>Improved outcomes for all pupils in KS2 with a sharp focus on reducing attainment gaps between disadvantaged and non disadvantaged pupils.</p> <p>BARRIER:A</p>	Funding for an additional class teacher in lower KS2; maintaining 6 classes across the key stage and resulting in smaller class sizes and ensuring high quality teaching and learning for all children across KS2.	Reduction in class sizes appears to result in around 3 months additional progress for pupils on average (EEF toolkit)	Regular monitoring of T&L through a triangulation of evidence to demonstrate impact on outcomes for pupils across KS2. Including lesson observation, learning walk, book scrutiny, termly summative assessments and half termly pupil progress meetings to focus on Wave 2 and Wave 3 support for pupils including PP eligible pupils.	IC JW RP	<p>Termly review – (Dec, March, July) Report to governors.</p> <p>Expected cost- £27652</p>

Evaluation of approach:

Progress from EOKS1 starting points- PERCENTAGE OF CHILDREN MAKING EXPECTED PROGRESS (OR BETTER)

The table below indicates that progress for children across KS2 is strong in groups that are impacted on by having an additional class in KS2. The vast majority of PP pupils continue to make expected progress from their EOKS1 starting points and some make accelerated progress. The overall impact of the additional class across the setting has resulted in positive progress for the vast majority of pupils. This approach has benefitted all pupils due to supporting the improvement in quality of teaching and learning for all

	YEAR 3				YEAR 4				YEAR 5			
	READ	WRITE	MATHS		READ	WRITE	MATHS		READ	WRITE	MATHS	
ALL	95 (11)	89 (11)	100 (24)		100 (21)	100 (24)	97 (24)		100(23)	97 (26)	97 (17)	
PP	100 (6)	94 (6)	100 (19)		100 (17)	100 (11)	100 (28)		100 (14)	93 (14)	93 (7)	
NPP	90 (14)	86 (14)	100 (24)		100 (25)	100 (35)	95 (20)		100 (29)	100 (33)	100 (24)	

<p>To improve attainment outcomes for PP eligible pupils in EYFS through pupils making accelerated progress from their baseline.</p> <p>All pupils across KS1 make a minimum of expected progress from their EYFS attainment in all subject areas.</p> <p>Improved outcomes for all pupils in EYFS/ KS1 with a sharp focus on reducing attainment gaps between PP eligible and non PP eligible pupils.</p> <p>BARRIER:A</p>	<p>Class reorganisation resulting in 2x smaller Reception Classes and reorganised classes in KS1- (Y1, Y1/2 and Y2- additional straight Y1 class)</p>	<p>Reduction in class sizes appears to result in around 3 months additional progress for pupils on average (EEF toolkit)</p>	<p>Regular monitoring of T&L through a triangulation of evidence to demonstrate impact on outcomes for pupils across KS2. Including lesson observation, learning walk, book scrutiny, termly summative assessments and half termly pupil progress meetings to focus on Wave 2 and Wave 3 support for pupils including PP eligible pupils.</p>	<p>IC JW RP</p>	<p>Termly review – (Dec, March, July)</p> <p>Report to governors.</p> <p>Expected cost £23720</p>
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Evaluation of approach:

The proportion of pupils achieving GLD remained at 69% (4 year trend) however the average point score for the cohort increased to be above national. The proportion of disadvantaged pupils meeting GLD was 75% which is a significant improvement. The smaller reception classes have allowed for focused smaller group work, and higher quality teaching and learning and adult/ child interactions. More pupils are Y1 ready.

RECEPTION PROGRESS FROM ON ENTRY DATA MONITORING
PERCENTAGE OF CHILDREN MAKING EXPECTED PROGRESS

	READING	WRITING	MATHS
ALL	100	100	100
PP	100	100	100
NPP	100	100	100

KS1 PROGRESS FROM EYFS OUTCOMES MONITORING
PERCENTAGE OF CHILDREN MAKING EXPECTED PROGRESS (OR BETTER)

	YEAR 1			YEAR 2		
	READING	WRITING	MATHS	READING	WRITING	MATHS
ALL	95(3)	95 (8)	89 (10)	88 (5)	85 (7)	88 (12)
PP	100 (0)	100 (0)	100 (11)	80 (20)	80 (20)	80 (20)
NPP	93 (3)	93 (10)	87 (10)	93 (8)	89 (8)	88 (12)

Only a small number of children have not made expected progress from their EYFS attainment outcomes.

Improved Assessment for Learning and feedback through the effective use of Balance assessment system within school	Balance system- Annual subscription and attendance at Balance Hub meetings 1 day per half term for T&L lead to coach and work with staff to ensure effective development	Feedback studies show very high effects on learning for very low cost EEF- feedback (+8 months)	Well planned implementation schedule, High quality CPD- Learning Hub membership School to school support Monitoring of impact by leaders- HALF TERMLY	RP	Termly review – (Dec, March, July) Report to governors. Expected cost £1750+ 6x150=900
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Evaluation of approach:

Monitoring by the T&L lead indicates that Assessment is being used well to support pupil progress this year. Monitoring of the use and contribution of the system to improve pupil outcomes indicates that the system is being used well to support identification of pupils who require further support or challenge following lessons.

This is an approach to consider further and review if this can be completed without the additional cost of the Balance software.

All pupils to make at least expected progress in maths	All pupils use Maths No Problem Scheme for daily maths lessons	Research has been completed to review Maths No Problem textbook, teaching resources and training. The scheme is tried and tested in many schools and endorsed by the DFE. The scheme will be trialed in Autumn term in KS1 with a view to full implementation from January 2019 if results are positive and pupils make more progress and have a secure understanding of number. The scheme progresses through the	The maths team will complete regular monitoring and observation to check on the quality of teaching and the impact this is having on the pupils. Extension activities will be used from NCETM and Inspire maths resources to extend high attaining pupils within sessions. Half termly book scrutiny will take place for every class. Termly summative assessments and half termly pupil	NH KC IC	Termly review on receipt of summative data. Report to governors / maths link governor
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BARRIER:A		curriculum quickly allowing time for consolidation and higher level thinking.	progress meetings will focus on Wave 2 and Wave 3 support for pupils including PP eligible pupils.		Expected cost-£10000
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Evaluation of approach:

The table below highlights attainment in maths across school and the changes from the previous year following the implementation of MNP. It is clear that the implementation has had a positive impact and for the first year of implementation indicates a good base to build on by continuing with this method. A tiny minority of pupils did not make expected progress in maths during the academic year 2018-2019

Maths	Y1		Y2		NA (end KS1)		Y3		Y4		Y5		Y6		NA (end KS2)	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Expected	75	72	68	78	76		74	92	71	69	71	68	82	74	75	79
Greater Depth	3	10	8	10	22		15	27	16	15	9	14	21	28	24	27

	Y1	Y2	Y3	Y4	Y5	Y6
PROPORTION MAKING EXPECTED OR BETTER PROGRESS THIS ACADEMIC YEAR IN MATHS	97%	98%	100%	95%	100%	100%

Total budgeted cost **£64,022**

ii. 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?
<p>To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects</p> <p>All pupils are able to access the curriculum through issues being addressed that have proven to be a barrier to learning previously.</p>	<p>Pastoral support team work individually/ small group work with vulnerable groups of learners through Flexible and planned time with Learning Mentor /Behaviour Support assistant.</p> <p>Use of external support team including Thumbs Up and mindfulness to provide counselling, 1:1 and small group</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Pupil well-being; managing pupil vulnerability; diminishing barriers to learning from social</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour through CPOMS but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor attendance of vulnerable individuals to ensure lost learning time is reduced.</p>	<p>JW CAH PS BM</p>	<p>Termly report to GB (Dec, March, July) Half termly pupil progress meetings</p> <p>Expected cost-</p>

To provide pastoral support to promote well-being; support pupils to challenge behaviours that impact on learning BARRIER:A,C	professional support for emotional well-being and behaviour when required	circumstance when tackled well within school have resulted in individual pupils achieving well despite vulnerability.	Swift intervention is completed when vulnerable pupils are identified and learning outcomes are not impacted on. Pupil progress meetings half termly and termly summative assessments will measure sustained achievement for all including PP eligible.		Pastoral Support time in house- 15 hours LM per week- £8728 15 hours per week TA4 -£8728 Mindfulness-£1000 Thumbs Up- £2400
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Evaluation of approach:

All vulnerable pupils as identified by the pastoral support team have made at least expected progress across all subjects and been able to access the curriculum so that the vulnerability identified is not a barrier to learning.

Individual mentoring and therapy sessions have been highly beneficial for individual pupils to cope/manage when circumstances have proved challenging for them as individuals.

To improve attainment and accelerate progress of pupils in all phases through targeted educational intervention programmes being delivered EYFS BARRIER:A	Deliver structured intervention programmes: Blast- S&L Letters and Sounds- PHONIC INTERVENTION 1:1 Reading intervention Bespoke flexible 'keep up' intervention programmes developed 15.5 hours intervention per week.	Small group tuition show the effects on learning being moderate impact for moderate cost (EEF +4 months) TA staff have historically not been deployed as effectively as possible across school. Previous deployment of support staff has improved pupil outcomes and these interventions continue with additional lessons learned considered.	Class Teachers and subject Leaders to monitor interventions Intervention sessions monitored through impact on pupil outcomes through half termly Pupil Progress meetings Accountability of class teaching staff	IC JW RP NH	Half termly pupil progress meetings Termly through summative assessments Expected cost £6008
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Evaluation of approach:

EYFS outcomes (see above) have increased and the proportion of PP eligible pupils achieving GLD has increased. The impact of small group and focused 1:1 work for individual children in key areas identified has been highly beneficial and resulted in the proportion of PP eligible pupils being Y1 ready increasing.

	PP ELIGIBLE	ALL PUPILS
Good Level of development	75%	69%
Reading	75%	74%
Writing	75%	69%
Number	75%	76%
Shape	75%	79%

To improve attainment and accelerate progress of pupils in all phases through targeted educational intervention programmes being delivered KS1 BARRIER:A	Deliver structured intervention programmes: Blast- S&L First Class@Number (Y1-Y4) Letters and Sounds 1:1 Reading intervention Booster sessions	Small group tuition show the effects on learning being moderate impact for moderate cost (EEF +4 months) TA staff have historically not been deployed as effectively as possible across school. Previous deployment of support staff has improved pupil outcomes and	Class Teachers and subject Leaders to monitor interventions Intervention sessions monitored through impact on pupil outcomes through half termly Pupil Progress meetings Accountability of class teaching staff	IC JW RP NH	Half termly pupil progress meetings Termly through summative assessments
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	Bespoke Flexible 'keep up' intervention programmes developed . 30 structured/flexible intervention hours per week	these interventions continue with additional lessons learned considered.			Expected cost £12629
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Evaluation of approach:

EOKS1 outcomes (see above) are in line with national figures in terms of the proportion of pupils meeting ARE. In terms of pupils working above, data indicates that this continues to be an area for development for all groups of learners. The proportion of PP eligible pupils achieving the expected standard in each subject area has increased from previous data

	2016-2017		2017-2018		2018-2019	
	PP	ALL	PP	NPP	PP	ALL
Reading	61% (6%)	81% (24%)	61% (17%)	90% (19%)	67% (7%)	84% (15%)
Writing	50% (6%)	76% (10%)	50% (6%)	86% (14%)	67% (7%)	81% (8%)
Maths	56% (6%)	81% (24%)	61% (11%)	86% (19%)	67% (13%)	85% (8%)

14/15 PP eligible pupils made expected or better progress from EYFS outcomes in reading,
15/15 PP eligible pupils made expected or better progress from EYFS outcomes in writing
13/15 PP eligible pupils made expected or better progress from EYFS outcomes in maths

To improve attainment and accelerate progress of pupils in all phases through targeted educational intervention programmes being delivered KS2 BARRIER:A	Deliver structured intervention programmes: First Class@Number (Y4) FirstClass@writing (y3/y5) Letter and Sounds Success@Arithmetic Reading intervention 1:1 and comprehension Booster sessions Bespoke Flexible 'keep up' intervention programmes developed . 43 structured intervention hours per week 18 flexible intervention hours per week	Small group tuition show the effects on learning being moderate impact for moderate cost (EEF +4 months) TA staff have historically not been deployed as effectively as possible across school. Previous deployment of support staff has improved pupil outcomes and these interventions continue with additional lessons learned considered.	Class Teachers and subject Leaders to monitor interventions Intervention sessions monitored through impact on pupil outcomes through half termly Pupil Progress meetings Accountability of class teaching staff	IC JW RP NH	Half termly pupil progress meetings Termly through summative assessments Expected cost £23647
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Evaluation of approach:

The impact of interventions is positive. The introduction of flexible intervention is having significant benefit in ensuring pupils keep up rather than have to catch up. More children are accessing the curriculum within the year they are being taught in on a daily basis and this is evident through the monitoring and evaluation of balance assessment. The improvements made in maths pupil outcomes are the most successful and this is the area that flexible interventions are best developed.

The progress score for disadvantaged children as a group was above that for national other pupils in both reading (+3.5) and writing (+1.6) and in maths was in line with national other pupils. (-0.1)

Engage all pupils in reading for pleasure whilst developing reading skills and understanding. BARRIER: A,D	Online access to Accelerated Reader programme. Issue book prizes for disadvantaged pupils increasing access to books at home and increasing levels of engagement. Daily reading with welfare staff for Y1 disadvantaged pupils.	Studies show that digital technology is associated with moderate learning gains. (On average an additional 4 months) On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. (EEF toolkit)	Monitoring of usage and engagement within target disadvantaged group. Monitor progress made through STAR reader assessments and improvement of reading age in relation to chronological age for PP eligible pupils in comparison to non-PP eligible pupils.	GM	Termly review Expected cost £4000
<p>Evaluation of approach: Accelerated Reader continues to have a positive impact in key year groups- most notably Y5 during the Autumn term. We have reviewed the way this is developed in other year groups and a decision was made to extend the focus of one of our TA staff to promote active engagement and participation in Y3 and Y4 in addition to maintaining the value in Y5. This will be further reviewed during the summer term to identify the impact in this amendment to the allocation of staff. The READING LEAD will complete her second IMPACT statement for AR at the end of the Spring term and this will be provided to governors at Standards Committee meeting on April 30th. It was decided that AR should remain as a key tool to ensure engagement in reading with the prime focus of work being in Y3/4/5 in the next academic year. Reading outcomes for all pupils remain strong and this approach is a contributing factor over the last 3 years</p>					
Total budgeted cost					£67,140
iii. 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?
To improve attendance of PP eligible pupils to be in line with national averages. Reduce the proportion of PP eligible pupils falling below PA threshold figures. BARRIER: B	Buy into LA attendance SLA-casework focus PP eligible pupils. Learning Mentor to dedicate 1 hour daily to tackle and address attendance issues. In addition to one full day per half term to conduct attendance workshops and panel meetings with families.	Improved attendance impacts directly on achievement in school. (Link between absence and attainment research report Feb 2015 DfE)	Rigorous monitoring of attendance figures by LM which will be shared with HT and WDMAT on weekly basis and followed up with a termly update to LGB and Trustees. HT to meet every two weeks with LM to review trends and actions being taken.	P.Steele	Expected cost Weekly Half termly Termly Expected cost £3425 Attendance SLA LM time-5 hours per week £2900 £1000 attendance awards
<p>Evaluation of approach: Attendance data from Autumn and Spring term indicates good improvements for all pupils with overall attendance being 3.7% and PA 6.8%. For disadvantaged pupils when comparing the same period from 2017-2018 overall absence has been reduced from 7.7% to 5.2% and PA from 25.7% to 12.4% The SLA package has not specifically contributed to any improvement and school believes that this service has had minimal impact over time. School has decided to complete own school based attendance panel meetings during the next academic year and utilise funds allocated to improve attendance of PP eligible pupils in a different manner.</p>					
Develop aspiration within pupils and engagement in a wider range of experiences.	Children's University Programme-Target individual pupils to access a range of extracurricular activities	Successful Children's University programmes require maximum engagement from the vast majority of	Regular monitoring of pupil engagement. Pupil voice	KC	Termly

<p>A minimum of 80% of disadvantaged pupils (Y3-Y6) achieve recognition at the Children’s University Graduation in Summer 2019.</p> <p>% uptake for visits increases, extracurricular club participation increases and all will be proportionately equal to non PP eligible pupils.</p> <p>BARRIER: B,D</p>	<p>and receive recognition for a commitment to extracurricular learning</p>	<p>pupils. Disadvantaged pupils uptake has previously been significantly lower than non disadvantaged pupils in school and this needs addressing. Increase participation rates for disadvantaged pupils in extracurricular activities ensures increase engagement with wider school life and opportunities outside of the curriculum offer to develop talents and skills and promote learning/ skills for future life.</p> <p>EEF PROJECT ‘YOUTH SOCIAL ACTION’ +2 MONTHS</p>	<p>Monitor uptake for residential visits and school trips that are organised or visitors to school.</p>		<p>Expected cost £2000 – CU £6000- TRIPS/visitors</p>
<p>Evaluation of approach: We have continued to work hard to ensure a large proportion of pupils graduate this year. Currently, 87% of pupils graduated at Children’s University and this continues to be a key event within the school calendar to promote aspiration and celebrate ongoing contribution to the wider school and local community developing cultural capital for all pupils.</p>					
<p>Develop leadership capacity within school to impact on pupil outcomes</p> <p>BARRIER: A</p>	<p>2 x staff members involved in CPD with a focus on improving outcomes for PP eligible pupils through Future Leaders- Ambition School Leadership</p>	<p>Ambition School Leadership training provides leadership training to ‘future leaders’ to enable them to work on a whole school project that incorporates improving pupils outcomes in key areas of focus.- Developing future leaders will result in improved leadership capacity within school to improve pupil outcomes.</p>	<p>Regular feedback and reports from candidates and from Ambition School Leadership. Measure success against the agreed project focus.</p>	<p>KC KW IC</p>	<p>Termly reviews Appraisal</p> <p>Expected cost - £1000</p>
<p>Evaluation of approach: CPD Feedback forms indicate training is of high quality and staff are on track to meet objectives identified and impact on pupil outcomes within the focus of their project. The impact of external training to develop leadership can be seen as having strong impact especially in the areas of reading, maths and writing. The focus of projects is in part to improve outcomes for PP eligible pupils and it is evident that this is having a positive impact through data analysis of this group and through books scrutiny of individual children who are a focus.</p>					
<p>Total budgeted cost</p>					<p>£16,325</p>

Note – the current estimated expenditure is £147, 487 as of autumn term 2018. The additional funding that is currently not allocated will be used appropriately throughout the course of the academic year.

Additional spending included Breakfast and after school provision for PP eligible pupils when required as evaluated by pastoral support team

Subscription to Balance was an additional £1800 which was not included within this costing

Contributions made to school visits/ visitors was also made when appropriate.

