

St John's Angell Town CE Primary

Pupil Premium Strategy Statement: 2017-2018

How was the pupil premium allocation spent in 2016-17?

In 2016-2017 the Pupil Premium allocation was spent on the following:

- **Purchasing of resources to enhance the curriculum experience for disadvantaged pupils e.g Read, Write , Ink and Number Masters**
- **Inset and Training**
- **Membership of the BLC cluster and offer funded activities through the BLC cluster.**
- **Targeted activities such as play therapy and therapeutic horse riding, most able maths workshops**
- **Subsidised educational visits for curriculum enrichment**
- **Workshops and support for parents**
- **Funding of additional support staff in EYFS to accelerate outcomes from low starting points**
- **Booster classes and revision classes for year six, year five and year two**
- **One to one tuition for year 6**
- **Mentoring support and social skills works for targeted children**
- **Updating resources**
- **Reading support**
- **After school clubs led by external providers (e.g. playing for Success and Football beyond Borders)**

What was the effect of the expenditure on eligible and other pupils?

- Targeted pupils attended booster clubs and made accelerated progress in writing, GPS and maths. This led to an improvement in outcomes from 2016 but these improvements were not reflected in reading.
- Attainment of disadvantaged in key stage one was in-line with national for reading, writing and maths
- Small group support for high needs pupils led to increased concentration and intensive support to accelerate progress
- Target groups better supported in class. evidence of improved marking and pupil feedback although not consistent across the school
- Monitoring indicated improved behaviour and attitudes to learning
- High need pupils supported effectively through work of learning mentor and through use of outside agencies such as Ebony Horse Club and Football Beyond Borders.
- Targeted PP pupils took part in a range of engaging activities , improving motivation, self-esteem and positive attitudes to learning
- Investment in key stage one curriculum (RWI and Number Masters) made a significant impact in terms of enabling learners to make accelerated progress and attainment gap closure
- Pupils were supported effectively during transition e.g. from nursery to reception and transfers to other schools

1. Summary information					
School	St John's Angell Town CE Primary School				
Academic Year	2017-18	Total PP budget	£192,655	Date of most recent PP Review	September 2017
Total number of pupils	236	Number of pupils eligible for PP	117	Date for next internal review of this strategy	February 2018

2a. Attainment for end of Key stage 2					
	School			National	
	<i>All Pupils</i>	<i>Eligible for PP</i>	<i>Non PP</i>	<i>Eligible for PP</i>	<i>Non PP</i>
% achieving the expected standard in Reading	38%	35%	44%	71%	77%
% achieving the expected standard Writing	76%	70%	89%	76%	81%
% achieving the expected standard Maths	69%	60%	89%	75%	80%
Number of pupils in Year 6 eligible for PP =19					

2a. Attainment for end of Key stage 1					
	School			National	
	<i>All Pupils</i>	<i>Eligible for PP</i>	<i>Non PP</i>	<i>Eligible for PP</i>	<i>Non PP</i>
% achieving the expected standard in Reading	76%	79%	71%	76%	79%
% achieving the expected standard Writing	69%	73%	64%	68%	72%
% achieving the expected standard Maths	72%	80%	64%	75%	60%
Number of pupils in Year 2 eligible for PP =15					

2a. Attainment for end of Key stage EYFS					
	School			National	
	<i>All Pupils</i>	<i>Eligible for PP</i>	<i>Non PP</i>	<i>Eligible for PP</i>	<i>Non PP</i>
% achieving the expected standard in Reading	62%	64%	64%	77%	80%
% achieving the expected standard Writing	62%	64%	64%	73%	75%
% achieving the expected standard Maths (Numbers)	66%	73%	73%	79%	81%
Number of pupils in Reception eligible for PP= 11					

Progress Key Stage 1 to Key Stage 2			
Percentage of pupils in Y6 eligible for PP	School		
	All Pupils	PP	Non PP
Progress measure in Reading	-3.83	-3.67	-4.22
Progress measure in Writing	1.43	0.76	3.15
Progress measure in Maths	-0.21	-0.76	1.22

IN- School Data 2016-17 Summer End

WRITING			
Year Group	Summer End 2017		
	% of children below ARE	% of children at ARE	% of children above ARE
DISADVANTAGED Nursery	57%	43%	0%
DISADVANTAGED Reception	50%	50%	0%
DISADVANTAGED Year 1	40%	60%	0%
DISADVANTAGED Year 2	27%	73%	13%
DISADVANTAGED Year 3	42%	58%	0%
DISADVANTAGED Year 4	84%	16%	0%
DISADVANTAGED Year 5	50%	50%	0%
DISADVANTAGED Year 6	30%	70%	10%

READING			
Year Group	Summer End 2017		
	% of children below ARE	% of children at ARE	% of children above ARE
DISADVANTAGED Nursery	43%	57%	14%
DISADVANTAGED Reception	38%	63%	19%
DISADVANTAGED Year 1	30%	70%	30%
DISADVANTAGED Year 2	20%	80%	27%
DISADVANTAGED Year 3	42%	58%	0%
DISADVANTAGED Year 4	33%	67%	0%
DISADVANTAGED Year 5	21%	79%	16%
DISADVANTAGED Year 6	65%	35%	10%

MATHS			
Year Group	Summer End 2017		
	% of children below ARE	% of children at ARE	% of children above ARE
DISADVANTAGED Nursery	14%	86%	14%
DISADVANTAGED Reception	30%	70%	18%
DISADVANTAGED Year 1	30%	70%	20%
DISADVANTAGED Year 2	20%	80%	20%
DISADVANTAGED Year 3	42%	58%	0%
DISADVANTAGED Year 4	28%	72%	11%
DISADVANTAGED Year 5	32%	68%	26%
DISADVANTAGED Year 6	40%	60%	15%

4. 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.	40% EAL and PP Development of English oral and written language skills
B.	Low Prior Attainment Accelerated progress required to close the gap with National
C.	There can be a lack of enrichment opportunities outside of school compared to non-pp children due to financial constraints at home or the lack of opportunities made available to them.
D.	PP children can suffer from low esteem and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers
External Barriers (issues which also require action outside school, such as low attendance rates)	
E.	1.4 Lambeth disadvantaged index. 60% of pupils eligible for Pupil Premium Higher deprivation than the National Average. Within the group of schools within the 2 nd quartile of disadvantage in Lambeth family of schools.
F.	Unsettled family arrangements. Care of younger children by older siblings (e.g whilst parents at work). Many families living in difficult environments (overcrowding/ potential lack of appropriate housing). Increased levels on insecurity (temporary employment, no recourse to public funds)
G.	Poor nutrition. Many children come to school having not had breakfast. Potential to result in reduced concentration and focus within the school day.
H.	The majority of children reside in the Angell Town Estate. Angell Town has some of the highest levels of deprivation with the Coldharbour ward. High incidences of gang violence, gun and knife crime.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress from starting points for disadvantaged pupils. Ensuring all pupils make at least expected progress.	To meet floor targets for writing, reading and maths
B.	To improve attainment outcomes for Pupil Premium pupils.	For attainment to be in-line with national averages for writing , reading and maths Key stage Two target of 85% to meet ARE for W, R and M Key stage One target of 70% to meet ARE for W, R, M EYFS 70% target to have GLD
C.	Ensure that there are no wide disparities when comparing the progress of significant disadvantaged school groups.	Termly Data analysis and PPM to show that there is parity between different school groups. Where there are differences to plan strategy to close the gaps.
D.	To ensure that the curriculum has the rigour and challenge needed to adequately prepare pupils, to prepare them for the next stage in their education.	Successful lesson observations, 85% plus of lessons/ teaching and learning observed to be good or better. School floor targets for progress to be met (at least 3 points per academic year). Positive outcomes observed through monitoring (book scans, learning walks, lesson observations by SIA, middle leaders and SLT)
E.	Children to have access to the life experiences and opportunities available to children in areas that are more affluent.	Educational visits, Tuition outside of normal teaching hours. Evidence of enrichment opportunities.

6.Planned expenditure					
Academic year	2017/18				
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 Teaching and Learning 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 and review of implementation	Cost
Support and CPD for Literacy and maths leaders to bring greater rigour to leadership at all levels.	Literacy and Maths subject leaders to establish close working relationships with parallel subject leads from partnership schools. Support also from Head of School and Deputy Head Teacher. Middle leaders will work in partnership with experienced subject leads to learn key aspects of the role including strategic planning, monitoring, and interrogation of data, measuring and evaluating impact of actions.	School needs to develop leadership at all levels. Middle leaders at SJAT to work in partnership with respective subject leads at partnership schools. Partnership schools have a proven track record of success will enable St John's Angell (SJAT) to use systems and strategies that can enhance subject leadership and fully embed good practice with the school. Emphasis on how to improve the achievement of all pupils and in particular those categorised as disadvantaged.	Leadership Development built into appraisal. Monitoring and support from EH (NZD) SIA (RB), HOS (SBW) and DH (PW) Half termly reviews / performance meetings with middle leaders to assess, performance towards meeting aims of School Development Plan. SLT to measure progress towards meeting School Development Plan objectives using RAG rating.	EH (NZD) HOS (SBW) Half Termly	£11,408
Effective monitoring of reading to evaluate the effectiveness of new programmes/ strategies, particularly in relation to the performance of disadvantaged pupils.	Literacy Leader to take part in joint lesson observations with SIA/ senior leaders Maths leader to focus of mastery, Greater Depth and challenge.	To enable Literacy leader to identify good practice, identify areas of strength and areas for development across the school and in particular the progress and attainment of disadvantaged pupils.	Support from SIA who will assist in joint observations and will to provide analysis of findings. SIA observations will have specific focus on Disadvantaged pupils. Observations will be triangulated with evidence from book looks and reading records.	Literacy Leader (EW) Maths Leader (NW) SIA (RB) Half Termly	£6,200
Raised attainment for disadvantaged pupils in phonics and reading across EYFS and Key Stage 1,	Refresher course for support staff and teachers delivering Read, Write Ink programme.	The school historically has had low levels of attainment upon entry. Although the attainment gap closes by the end of Key Stage 1, outcomes need to be raised so that they are at least in line with national averages.	Further training for all teachers and support staff to improve delivery of the programme Rigorous monitoring, evaluation and support of the programme by SIA, SLT and literacy lead.. SIA and literacy lead to ensure that all interventions	SIA (RB) SLT (NZD), PW, NR, FB) Literacy Lead (EW)	£2,500

<p>Raised attainment in Reading across Key Stage 2 for disadvantaged pupils</p>	<p>Support for guided reading using rich texts Years 1-6 will use a scheme of work that is systematic in its approach, ensuring that the key reading skills and strategies are taught consistently across the school.</p>	<p>Reading Scheme to provide a curriculum that has the rigour and level of challenge so that pupils are able to demonstrate mastery and greater depth and to adequately prepare students for the of key stage 2 assessments. The purchase and use of rich texts to bring about enhanced reading experiences for learners</p>	<p>are of high quality.100% of sessions observed to be good or better. Whole School Data Analysis will be used to measure the impact of phonic sessions for the Disadvantaged. Data show that there is accelerated progress for PP children. 30% of all learners to make exceeding progress (on track to make more than 4 point progress by year end). .Regular monitoring of guided reading sessions to check quality of teaching and learning and consistency of approach. Frequent book looks to learning outcomes. Interrogation of data to identify areas/ groups that need to improve. Data to show that 100% of pupils have made at least expected progress (3 points) and a further 30 percent of all pupils to make 4 points by the end of the academic year.</p>	<p>Half termly observations, informal lesson drop ins, by staff leads. Review of Data from PPM</p> <p>Literacy Leader (EW) DH (PW)</p>	<p>£3,371</p>
<p>Raised attainment in mathematics across key stage 2 for disadvantaged pupils</p>	<p>To improve teachers understanding of mastery and GD. To know how to deliver teaching sequences with contextualised mastery and greater depth.</p>	<p>Data shows that not enough children are meeting Greater Depth standard at the end of Key Stage 2, in particular disadvantaged pupils.</p>	<p>Mastery and Greater Depth maths inset to be delivered by Associate Assistant Headteacher from Vauxhall Primary) Book scans and moderations to ensure that mastery and greater depth objectives are being delivered, impacting on raised attainment.. Test analysis show that a greater percentage of pupils are able to access GD objectives/ questions.. At Pupil Progress Meetings, evaluate the spread of attainment, with a specific focus on disadvantaged pupils. Compare percentages of disadvantaged pupils working at higher standard. Compare with National standards at the end of year 6? Consider where interventions need to be put in place to close gaps.</p>	<p>SIA (RB) SLT (NZD) PW, NR, FB) Maths Lead (NW)</p> <p>Half termly observations, informal lesson drop ins, by staff leads. Review of Data from PPM</p>	<p>£15,000</p>
<p>To improve the rate of progress for disadvantaged pupils across the school by continued funding of additional support staff and deploying them effectively.</p>	<p>To effectively target support so that interventions are rapid and effective.</p>	<p>The school has adopted flexible working practices. For RWI and number masters, Adult support is directed to where it is most needed. Additional adult support in the nurse's room has proven to increase language acquisition opportunities, increase adult to pupil interactions. Additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Through this pupils will be less likely to fall behind in their learning. It will improve their confidence and enable them to fully participate in future lessons.</p>	<p>Appraisal of support staff. Regular monitoring of support staff in lessons, review of data and books. Assess impact, particularly in classes where ratio of staff to pupils is higher. . Classes with higher staffing ratios to have progress rates of at least 4 points by the end of the academic year.</p>	<p>SIA (RB) (SLT (MC, PW, NR, FB) Literacy Lead (EW) Maths Lead (NW)</p> <p>Half termly observations, informal lesson drop ins, by staff leads. Review</p>	<p>£36,000</p>

				of Data from PPM	
To improve the quality of Teaching and Learning	Additional support to enhance the quality of teaching and learning at SJAT.	CPD via SBDE and LSTA Networking and paired teacher strategy with BLC and partnership schools	Evidence through improved practice. Observed via lesson observations, book scans and data 100% of lesson observed to be good or better and 100% of books to be good or better by June 2018. Data to evidence rapid and accelerated progress of disadvantaged pupils.	SIA (RB) SLT (NZD), PW, NR, FB Lesson obs, Data, book	£2,500
To extend reading provision within the curriculum	Lexia, Success Maker and Education City Subscriptions	Online teaching resources with Reading packages proven to enhance reading skills.	Interrogate pupil tracking data from packages used to evaluate impact.	DHT (PW) Literacy Leader (EW)	£6,000
Teacher to support and monitor TA interventions groups in literacy, maths and social skills	To provide high quality teaching and learning interventions	To ensure high quality teaching and learning in interventions	Analysis of whole school data to identify children Measurable, time limited targets set for interventions Progress meetings with TAs to monitor provision , to discuss pupil progress Interventions evaluated and adaptations made as necessary New targets set for each year group	IM (NR) DH (PW) HOS (SBW)	£4484
Targeted interventions taught by experienced teacher, focussing on closing the gap for identified individuals and groups of children , in literacy ad maths	To provide high quality teaching and leaning focused on closing the gap in literacy and maths	To ensure high quality teaching and learning focused on closing the gap in literacy ad maths Pupil conferencing is proven to be high impact for relatively low cost.	Record keeping indicates individual half termly targets at met. Data indicates accelerated progress for PP children. Marking shows evidence of pupil conferencing.	IM (NR) DH (PW) HOS (SBW)	£7600
Total budgeted cost					

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 and review of implementation	Cost
Targeted support to children in LKS2 to support improved progress towards meeting ARE	<p>Beanstalk Reading volunteer programme Professionally Trained volunteer reading support. 3 tutors targeting year 2 pupils (9 pupils completing a 6 month programme. Each pupil receives 30 minutes x 2 reading sessions per week</p>	<p>Evidence from in-School data shows that Beanstalk was an effective intervention in enabling children to close attainment gaps. All children selected made more than the minimum of 3 points progress per year</p>	<p>Reading records, observations of sessions. External observations by Beanstalk leaders Data analysis to measure evidence of impact. 100% of learners on the programme to make more than expected progress (a minimum of 4 points in academic year).</p>	<p>SLT and Literacy Lead (EW) Half termly</p>	<p>£1,819</p>
	<p>Lunchtime Reading Club Early Birds reading Club Parents' reading workshops</p>	<p>Evidence from in-school data 2016-17 shows that children enrolled onto this programme make rapid progress.</p>	<p>Reading records, observations of sessions. External observations by Beanstalk leaders to triangulate in school evidence. Data analysis to measure evidence of impact. 100% of learners on the programme</p>	<p>SLT and Literacy Lead (EW) Half termly</p>	<p>£1,500</p>

	<p>Additional interventions using Freshstart/ RWI programme providing catch up for children who may have missed out. Number masters used to develop computational fluency in maths. Targets predominantly pupils with SEND and PP</p>	<p>Evidence from in-school data 2016-17 shows that children enrolled onto this programme make rapid progress.</p>	<p>to make more than expected progress (a minimum of 4 points in academic year).</p> <p>Reading records, observations of sessions. External observations by Beanstalk leaders Data analysis to measure evidence of impact. 100% of learners on the programme to make more than expected progress (a minimum of 4 points in academic year).</p>	<p>SLT and Literacy Lead (EW) Half termly</p>	<p>£2,500</p>
<p>To improve outcomes at the end of key stage 2</p>	<p>Morning booster lessons for year 6(3x 1 hour per week). Additional/ supplementary lessons. Sessions are tailored to target gaps in skills and knowledge</p>	<p>Additional booster lessons have been proven to accelerate the rate of progress. Assessment evidence is used to target areas of weakness. Bespoke interventions tailored to individual pupil needs. Session led by year 6 team.</p>	<p>Frequent monitoring of the data, lesson drop ins to quality assure. Impact to be measured by year end data. All learners on programme to have made at least 4 points progress. Ensure that gaps for individual learners are being closed and that all learners are able to reach or exceed ARE.</p>	<p>DH (PW) HOS (SBW)</p>	<p>£3,500</p>
	<p>Saturday Small Group Tuition .Year 6 Pupils. Maths workshops focusing on reasoning and Reading sessions focussing on inference.</p>	<p>Saturday small group tuition has been proven to accelerate the rate of progress. Assessment evidence is used to target areas of weakness. Bespoke interventions tailored to individual pupil needs. Session led by year 6 experienced year 6 teacher.</p>	<p>Frequent monitoring of the data, lesson drop ins to quality assure. Impact to be measured by year end data. All learners on programme to have made at least 4 points progress. Ensure that gaps for individual learners are being closed and that all learners are able to reach or exceed ARE</p>	<p>DH (PW) HOS (SBW)</p>	<p>£3,000</p>
	<p>One to one Tuition (for 20 pupils in year 5). X 45 minutes x 1 session of literacy per week and 45 minutes x 1 session of maths per week with specialist tutors Programme will begin after May half term and will continue up until Summer term in year 6.</p>	<p>Evidence from the pilot study at Herbert Morison (school with similar context to St John's) Evidence show that children are able to make rapid and sustained progress. Also progress evidence from in-school data 2016-17</p>	<p>Frequent monitoring of the data, lesson drop ins to quality assure. Impact to be measured by year end data. All learners on programme to have made at least 4 points progress. Ensure that gaps for individual learners are being closed and that all learners are able to reach or exceed ARE</p>	<p>DH (PW) HOS (SBW)</p>	<p>£3,000</p>

	Employment of an additional teacher to work across the school targeting disadvantaged pupils.	Additional teacher employed x3days per week, working in target year groups to improve adult to child ratios.	Data analysis to track the effectiveness of additional support teacher. Expect progress of at least 4 points by the end of the academic year. Ensure that gaps for individual learners are being closed and that all learners are able to reach or exceed ARE. Books indicate a higher level of intervention marking which moves the learning on and support children to make accelerated progress within the lesson.	Data reviewed half termly DH (PW) HOS (SBW)	£40,560
	Additional Tuition outside of school hours	Additional lessons targeting year 6 pupils.	Data analysis to be used to track the effectiveness of this intervention. Children to make at least 4 points progress by end of academic year.	Data reviewed half termly DH (PW) HOS (SBW)	£14,661

ii. 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 and review of implementation	Cost
To improve attendance and punctuality To ensure all pupils are adequately prepared for learning	Subsidised Breakfast Club. Year 6 children entitled to free breakfast if they attend early morning booster (available x3 morning per week) Breakfast club available to all pupils in school at hugely discounted rates.	Clear evidence that children who have a healthy, nutritious breakfast at the start of the day have improved concentration levels, enhanced capacity for learning and make significantly more progress over time. Breakfast club has helped to improve attendance and punctuality.	Pupil voice through school council. Regular drop ins to monitor quality of service. Parent and pupil views via questionnaires. Measure attendance and punctuality of PP children receiving free breakfast. Evaluate the impact on achievement using PP data. Measure progress of children receiving booster breakfast. Progress target of at least 4 points for the academic year.	SLT Termly	£6,552

<p>To enhance the curriculum through enrichment.</p> <p>To enthuse learners and to create a culture of reading for enjoyment</p>	<p>Subsidised educational visits. Visits link with class topics. Teachers to make visits at start of topic so that pupils have context for learning. Subscription to Charanga Music</p> <p>Purchasing of new reading books for book corners. Books also to be made available to reading at home. Home school reading records to be relaunched. Parents survey (at parent evening to provide support to parents). Use this to provide focus for parents reading workshops.</p> <p>Everyone Reading In Class (ERIC) a timetabled slot for reading for pleasure , every Thursday. Whole School themed events e.g. Big book week, Book making week, World Book Day</p>	<p>School philosophy is to develop the whole child. Enrichment helps to foster good academic performance.</p> <p>To create a whole school culture of reading for pleasure, which will in turn impact upon pupil achievement.</p> <p>To ensure that there are strong partnerships between pupils, parents and the school in working together to improve reading outcomes.</p> <p>To create a whole school culture of reading for pleasure, which will in turn impact upon pupil achievement.</p>	<p>Educational visits are evaluated. Analysis to see if intended outcomes have been met and consideration given to alternatives. Enrichment to result in enhanced curriculum and improved cross-curricular links. 100% of all class to have made at least 3 educational visits in academic year. 100% of classes to have weekly, timetabled music provision. Staff and Pupil Surveys to show evidence that pupil are enjoying the curriculum.</p> <p>Learning Walks, Pupil surveys and interviews and parents, pupils and teachers. Evidence from data analysis that curriculum enrichment leading to improved pupil achievement.</p> <p>Monitoring of reading records by teachers and by English subject leader (EW). 100% of all pupils to be using reading record books.</p> <p>Planning time for events within staff meetings. Strategic planning at SLT level prior launch of event. 100% of events to take place by end of academic year. Evidence from data analysis that curriculum enrichment leading to improved pupil achievement.</p>	<p>SLT Half Termly</p>	<p>£6,000</p> <p>£5,500</p> <p>£250</p>
<p>Improve the quality of out of hours provision</p>	<p>Playing For Success Cricket After School Club. Children educated off site at the Ben Holoake centre</p> <p>Football Beyond Borders After School Club</p>	<p>After School Project. (10 weeks x 3 hour sessions) Each week the children receive one hour cricket coaching (by professional cricket coaches) and one hour ICT, Maths and literacy learning. The primary aim of the course is to develop children's self-esteem, develop self-help skills and improve motivation.</p> <p>Working in partnership with Fulham Football Club. Targets children with behavioural difficulties and those who may be at risk of disengagement.</p>	<p>Evaluate success of the intervention using end of course reports. SLT to make visits to the learning centre. 100% attendance rate by all selected pupils.</p>	<p>DH (PW) After conclusion of course</p>	<p>£950</p> <p>£3,900</p>

Sharing of Good Practice and the pooling of resources with other cluster and partnership schools	Collaborative projects provided by the BLC cluster schools and partnership ,faith schools Focuses: Leadership support, teaching and learning, lesson study observation stretch for the more able. Includes writing workshops, maths investigations/ Olympiads, science days, sport competitions spelling Bee competitions. Also peer to peer learning (12 readers from EGA supporting year 4 pupils with reading comprehension skills. Also opportunities for cross school writing, reading and maths moderation.	Good evidence of partnership working helping to maximise benefits of pupil premium grant through economies of scale, sharing cost of resources and also sharing of expertise. Activities /workshops for children to be provided free of charge.	At BLC cluster meetings, review of cluster provision and evaluate the impact of each project. -DH to keep a list of activities provided through the BLC, including costs and a list of children participating in activities. -Minutes of meetings from cluster forums Tracking	HT (MC) DH (PW) At half termly network meetings	£2,500
Inset for staff on effective strategies to support PP children EG training for DH and IM. Practical support of CTs and TA's – conferencing, on-line training	PP conference and other relevant training for IM/ DH	Evidence that early intervention by Learning Mentor improves outcomes.	Impact of CPD records feeds into next SDP and priorities for the school Regular reports to governors and committees. (x3 per year)	SLT Governors	£1100
Workshops for targeted groups of parents to facilitate their involvement in closing the attainment gap between Disadvantaged and Non Eligible.	Workshop x 3	Evidence show supporting parents to support children in their learning and development helps to accelerate pupil achievement.	Parent's Survey Analysis of Data	SLT Governors	£300

The date of the next pupil premium strategy review:

February 2018 and July 2018

The pupil premium strategy is monitored throughout the year by:

Senior Leadership Team monitoring programme

The Inclusion Managers' Termly Report to Governors

Discussion at the Achievement Committee

Discussion at the Resources Committee

The Next annual review of the Pupil Premium Strategy Review will take place in July 2018