

A.	Good Progress - Children with additional needs have the right support in place. This will be co-ordinated by the SENCo for SEND and the Psychotherapist for EBD. For the class teachers and TAs to work closely to ensure they are meeting the needs of the pupils. To work with outside agencies and parents and carers.	Children make at least expected progress. Children to be supported to make accelerated progress to close gaps. Guidance and support to be given to families to work with children at home. Additional opportunities in place to provide extra for these pupils, for example early morning catch up in Year 6, Teachers and TAs are developed by the SENCo to take ownership of the interventions that are delivered.
B.	Pupils with gaps in their learning, retention issues and those who find it hard to use and apply knowledge are given a range of strategies to support them especially in maths.	Progress and attainment closely monitored for vulnerable pupils in maths and monitoring shows that the interventions and individualised support is making a difference.
C.	Pupils with limited vocabulary, book exposure, conversational experiences and reluctance to write are given a range of strategies to support and engage them.	A range of experiences in school to develop language and conversation. For example Lunchbox, ARCH readers, P4C, author events, weekly library times and regular visits to museums. Purposeful additional writing experiences are created for children to celebrate the joy of writing.
D.	Collaboration with families to address social, emotional and behavioural problems to improve learning behaviours.	Children understand home and school work together as a partnership. The Psychotherapist to be involved with families and to offer additional support and guidance To signpost families for additional support. To use QCA to evidence progress. To support children with homework.
E.	Parental Engagement	Meet parents at least twice a half term and advice and support how they can help their child. Offer resources.

5. Planned expenditure

Academic year	2017-2018
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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	How will you ensure it is implemented well?	When will you review implementation?
Good progress in maths(KS2)	Teachers to plan carefully for individual pupils so they have the right experiences to improve their chances of making progress and reaching expected outcomes in maths. For example online resources, games to go home, additional support in class that is very specific including marking their books first and targeting questioning.	LW by Maths Co-ordinator and monitoring of outcomes x3 a year.	Three times a year at Pupil Progress Meetings. If gaps are appearing maths co-ordinator to review planning and provision with the class teacher.
Good progress in writing whole school.	For all teachers to be following the new writing policy. To provide engaging experience so children want to write and are proud to share their work.	Learning Walks and Book Monitoring. Review of data X3.	If gaps are appearing English co-ordinator to review planning and provision with the class teacher.

Good progress supported by good marking and feedback.	Good quality marking and feedback to make an impact on pupils and to support them in their next steps.	Teachers to carry out book monitoring 3 times a year with another teacher. Book monitoring to evidence progress or lack of progress and follow up.	SMT to review feedback after each book scrutiny.
Good progress in language skills supported by specific interventions and outside agencies.	To support pupils in their development of language a range of strategies are used for example, Talk Boost in FSU, Talk for writing, P4C, good quality targeted questioning., hot seating, drama, mixed ability guided reading discussions, Lunchbox, ARCH, weekly library sessions and roles and responsibilities through the school.	Teacher and pupil feedback, teacher feedback at Pupil Progress meeting and feedback from parents at Parent Consultation Meetings.	To monitor effectiveness of interventions through discussions in pupil progress meetings and planning meetings.

TAs to work in all classes to provide teachers with the opportunities of working with focused groups.

ii. Targeted support

Desired outcome	Chosen action / approach What is the evidence and rationale for this	How will you ensure it is implemented well?	When will you review implementation?
Engaged confident pupils ready to learn as they have had specific support for their emotional wellbeing.	Play therapy for identified vulnerable pupils . Psychotherapist to co-ordinate. Lego Therapy and support from outside agencies.	Monitored three times a year . increase in QCA scores.	Pupil Progress Meetings
Engaged and confident children that have strategies to manage their emotions.	To introduce Circle of Friends to support emotional wellbeing. To have revisit Circle times in in INSET training to ensure all classes are consistently offering a time to reflect and discuss. To have training to support children with communication difficulties and to use those strategies for improved classroom environments so all children can feel secure and thrive.	LW by Headteacher, SENCo and Psychotherapist.	Pupil Progress Meetings
Engaged confident pupils ready to learn as they have had an intervention that supports a specific need.	Interventions for specific learning difficulties in place . Toe by Toe, precision and pre-teaching, small groups work and 1-1.	SENCo to monitor . vulnerable tracking to record progress. HT to monitor data.	Pupil Progress Meetings
Engaged confident pupils that take part in a range of opportunities.	Children to be supported financially on trips and excursions so whole class can attend. E.g. trips to Museums outside Oxford and residential trips to Yenworthy.	Parents supported financially where needed. Teachers/Head to contact as needed.	Annual budgeting

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?	When will you review implementation?
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Parental engagement to support learning in school and for children to value the partnership of school and home.	Staff to have a list of focused pupils that they meet regularly with parents. This will be to celebrate learning and work together to make progress.	This will be monitored in Pupil Progress meetings 3x a year,	3x a year
Investment in online resources for pupils at school and at home	Online resources engage the children and it enables children to practise skills they have learnt in class. Consider ICT support for children without the necessary technology at home.	Teachers can track online how much children are using the resources. Teachers to offer additional time slots for pupils that do not have access at home.	Annual
Total budgeted cost			£52,200

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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)	Cost
PP pupils making good progress with additional support	Each class has a TA and for some of their hours they work with the teacher to provide the best support for PP pupils.	In each class how the TA works with the teacher will vary. High level needs will have 1-1 time daily or 1-2. TAs will support the class while teachers work with vulnerable groups. Specific interventions will be delivered for pupils. A record of the support will be kept to show what has made an impact and to inform the next teacher.	This will continue. Teachers are skilled at working with their TAs to provide the best possible support they can for pupils.	£15,200
ii. Targeted support				
Desired outcome	Chosen action/approach Estimated 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)	Cost

Psychotherapist to work with pupils and to train TAs to deliver play sessions. To support emotional well-being so children can engage in learning.	Psychotherapist works one day a week with additional time for training and meeting parents. TAs are given additional release time to train. The Psychotherapist tracks the progress of pupils using QCA and by meeting regularly with the teachers to support any emotional barriers to learning. Psychotherapist meets regularly with the TAs to support their delivery of Play Sessions.	This support will continue. The Psychotherapist offers support for pupils, staff and parents and training for TAs. This has had a positive impact on managing wellbeing and engagement in learning on the whole school.	£11,000
Additional TA hours. To support children with play sessions, social skills, SEAL. Additional hours in the FSU to support PP pupils. The support is to enable children to engage in learning and to develop their vocabulary and independence.	The school values the input from TAs. The TAs have received training from the Psychotherapist and they are able to offer valuable play sessions to support pupils' emotional wellbeing. QCA forms show improvements and it is felt that the children really benefit from these sessions.	This support will continue	£11,500
ARCH, Lunchbox and Talk Boost. Interventions to promote reading and to develop vocabulary.	Children are identified that will benefit from this additional support. A high level of importance is put on language skills.	This support will continue and be developed to ensure priority is given to language development.	£3,500
iii. Other approaches			
Desired outcome	Chosen action/approach Estimated 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)	Cost
Enrichment e.g.trips, support with interests to improve engagement and self esteem	Supporting children with trips including residential, drumming, gym, attending After School Club, football Children and parents/carers value the opportunity to take part in a range of activities.	Pupils' engagement in school life improves and this is reflected in their confidence to take part in other activities. Some pupils have benefitted from music lessons and they have had an impact on their confidence and self-esteem and they are proud to show what they have achieved in school concerts.	£4,000
Investment in online resources for reading and maths to support children at home and at school.	Maths – use of online resources and good teaching has improved maths outcomes.	To continue with online resources. Parents and pupils value the access to an online resource that supports learning in the classroom.	£2,220

Invest in resources for children to use at home to support understanding and to provide an opportunity for children and parents to play games.	Classes have borrow boxes and backpacks for children to take home learning resources and to share them with their family.	To continue this and monitor in Pupil Progress Meetings.	£1,000
Investment in spare PE kits for children.	Children always able to take part in events and PE lessons.	To continue	
		Total cost	£48,420

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.