

# Stannington First School Pupil Premium Strategy Statement 2017 - 2019

## Part 1 Summary Information 2017 – 2018



1. Summary information 2017 – 2018			
Total number of pupils	98	Number of pupils eligible for pupil premium funding	9 = 9.1% of total
<b>Number of pupil premium children in each year group:</b> Due to the low numbers of eligible children in our school, information on the PP children in each year group is held in school to avoid easy identification of pupils. Also, information about expenditure may be limited in this report if it would highlight individual pupils. Further information on pupil premium expenditure is held in school. Pupil premium and pupil progress reviews are held once every term and expenditure is also reviewed by the governing body.			
Total pupil premium budget:	£14,920	Amount per pupil: £1,900 x7, £1,320 x 1 plus £300 for armed forces	
<b>Date of external pupil premium review:</b> Governor monitoring 8.2.18, Summer term PP Governor visit		<b>Dates of internal half termly reviews:</b> October 2017, March 2018, July 2018	

**Green** = School above the national attainment figures for other pupils (not disadvantaged). **Red** = Below **Please note, some of the 2018 national averages for pupil premium children have not been published; where this is the case 2017 data has been inserted.**

**NA= National average**

2. Key indicators Summer 2018: Early Years and Phonics			
	Pupils eligible for PP in our school	Pupils not eligible for PP <i>average for others nationally</i>	Attainment gap School v National
% of Reception class achieving a Good Level of Development (GLD) 2018 - 90.9%	2 pupils 50% GLD	20 pupils 100% GLD (71% 2017 NA)	- 21%
% achieving expected standard in the 2017 Year 1 Phonics Check	3  100% met standard	93.3%  84% (2018 NA)	+ 16%

3. More 2018 key indicators: End of Key Stage 1 (Year 2) attainment figures and attendance data			
	Pupils eligible for PP 2 pupils.	National Average for pupils not eligible for PP	Attainment gaps School & National
% reaching expected standard+ in reading	50%	79% (2017)	-29%
% reaching a high score/working at greater depth in reading	0%	28% (2017)	-28%
% reaching expected standard+ in writing	50%	72% (2017)	-22%
% reaching a high score/working at greater depth in writing	0%	18% (2016)	-18%
% reaching expected standard+ in maths	50%	79% (2017)	-29%
% reaching a high score/working at greater depth in maths	0%	23% (2016)	-23%
Attendance %	98 %	96.6% (2016)	+1.4%
Persistently absent % (All PP children with an attendance rate of 90% or below)	No pupils	6.2% (2016)	N/A

#### Summary of data:

- Due to the low numbers of pupils eligible for Pupil Premium, each pupil represents a high percentage, in some cases 50%
- One eligible pupil was also on the school SEND register
- No pupils achieved greater depth in reading, writing or maths at the end of KS1, in 2017. It is important in the current academic year, that we support our most able pupils to attain a greater depth within the expected standard.

#### 4. Review of expenditure for previous academic year: 2017 - 2018

##### i. Quality of teaching for all

Desired outcomes	Chosen Action/Approach	Estimated impact:	Impact/Lessons learned
<p><b>Develop a mastery curriculum for maths</b>, with a CPA approach, to ensure all groups of pupils develop a deeper conceptual understanding in maths.</p> <p>HA learners will be working at greater depth within the standard.</p>	<p>CPD for all staff led by Maths Subject leader</p> <p>Audit of existing practise and resources</p> <p>New resources to support the CPA approach to teaching and learning</p>	<p><b>Progress of PP children will be in line with that of the non PP children in our school for maths.</b></p> <p><b>Currently -28% gap EXS+</b></p> <p>At least 85% of all groups of pupils will make expected progress with 30% making better than expected progress</p> <p>85%+EXS attainment</p> <p>30% GDS working at greater depth than the standard (Y1-4)</p> <p>85% GLD in reception</p> <p><b>EEF Toolkit – Mastery learning</b></p> <p>Moderate impact for very low cost</p> <p><i>‘There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches.’</i></p>	<p>57.1% of pupils eligible for PP attained Expected + attainment in maths and 14.2% were working at GDS (Whole school - Summer 2018)</p> <p>71.4% of pupils eligible for PP made good or better progress (whole school maths). <i>93.3% all pupils</i></p> <p>We still have a difference in progress and attainment between pupils eligible for PP and all pupils. However, our cohorts are very small making comparisons to national data difficult. Some of our PP children are also identified as having SEND and are working towards targets identified in their own PEPs.</p> <p>Progress for each eligible PP pupil must continue to be monitored individually at pupil progress meetings (termly)</p> <p>A mastery approach to teaching is more evident in school but this needs continued staff CPD and embedding during the 2018-2019 academic year.</p> <p>Pupils not making good or better progress have been identified for additional support in the 2018-2019 academic year</p>
<p><b>Improve spelling in Years 2, 3 and 4</b> by implementing a new spelling programme – ReadWrite Inc Spelling.</p>	<p>Purchase materials and online platform for access to quality online resources.</p> <p>Daily spelling sessions</p> <p>Assessment and review</p>	<p><b>Area for development identified in SEF and school development plan.</b></p> <p>Consistency of approach throughout the school with dedicated daily lessons focussing on phonics and/or spelling patterns.</p>	<p>Although daily ReadWrite spelling lessons were implemented (Years 2 – 4), progress in spelling was not evident in pupil workbooks. A review in Summer 2018, led to the decision not to continue with ReadWrite inc spelling but to implement a Spelling Bee in school with homework linked to this.</p> <p>This will be reviewed termly by the English Leader.</p>

ii. Targeted support for pupil premium children.			
Desired outcomes	Chosen Action/Approach	Estimated impact:	Lessons learned
<b>Maths</b> First Class @ Number 2 training for TA and link teacher to improve small group intervention in maths.	Purchase effective baseline test for maths to ensure impact of intervention is measured. TA training, including resources and use of baseline test, to ensure that intervention targets the gaps in pupil's understanding and helps them to progress. Measure impact after each intervention.	PP children will make good progress in maths, measured by Teacher Assessment (and Sandwell Early Numeracy Test if appropriate) and will achieve in line with their peers – Summer 2018  <b>EEF Toolkit – Individualised instruction</b> Moderate impact for moderate cost based on limited evidence <i>'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three'</i>	First Class @ Number 2 training was useful and provided an excellent set of resources.  The Sandwell Numeracy Test demonstrated some progress was made by all participants in this intervention but the sessions need to be timetabled more effectively and delivered with greater consistency, to improve impact on pupil progress.  Summer 2018 In Year 2, 100% of PP eligible pupils made good or better progress in maths In Year 3, 50% of PP eligible pupils made good or better progress in maths In Year 1, 67% of PP eligible pupils made good or better progress in maths

<p><b>Speech and Language intervention</b> Improvements in spoken language for PP children in reception.</p> <p>Children to meet targets set by speech therapists.</p> <p>PP children to meet EL Goals for Communication and Language</p>	<p>Speech, Communication and Language sessions 4 x per week for identified pupils, including time for assessment/impact to be measured.</p> <p>Use of SLA money for Speech and Language team to access support from trained TA – providing 10 weekly sessions and high quality CPD and resources for staff.</p> <p>This will ensure the work is sustainable in the long time and has positive impact.</p> <p>Liaison with speech therapists.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. PP children will make good progress with C&amp;L skills and attain in line with their peers.</p> <p><b>EEF Toolkit –Oral language interventions</b> Moderate impact for low cost based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>The training offered by the Speech and Language specialist was excellent CPD for staff who deliver daily speech therapy sessions.</p> <p>All pupils have met or made excellent progress towards the targets set in their individual SLT Intervention plans.</p> <p>Reviews have been requested so that new targets can be identified. SLT sessions will continue as these have had a positive impact on pupil progress.</p>
<p><b>Social and Emotional Learning</b> Staff CPD</p> <p>Supporting pupils who are worried or anxious</p> <p>Creating an ASD friendly environment</p>	<p>Staff CPD</p> <p>Skills will be taught purposefully and explicitly linked to direct learning in school.</p> <p>Pupils encouraged to apply the skills they learn.</p> <p>Teachers and other school staff can effectively support these approaches following appropriate professional development.</p>	<p>PP children identified as worried/anxious and needing to develop strategies to deal with this.</p> <p><b>EEF Toolkit Social and Emotional Learning</b> SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Staff CPD was led by an ASD team specialist teacher and changes have been made to the school environment which have had a positive impact on pupils. (muted colour scheme – key information easy to access)</p> <p>Additional staff CPD about developing a growth mind set with pupils has taken place. The impact on planning and learning needs to be evaluated but these strategies will continue throughout the current academic year and further staff CPD will be scheduled.</p>

<p><b>Guided Reading</b> Additional group sessions to improve PP reading comprehension skills</p>	<p>Small group guided reading with a focus on developing reading comprehension skills. Progress will be monitored against the end of year expected outcomes and next steps identified.</p>	<p>Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves <b>EEF Toolkit –Reading comprehension strategies</b> Moderate impact for low cost based on extensive evidence</p>	<p>Guided reading resources were purchased and staff CPD led by the English leader ensured that Guided Reading was implemented effectively throughout the school.</p> <p>86.7% of pupils eligible for PP made good or better progress in reading.</p> <p>85.7% attained expected + attainment in reading. 42.8% attained GDS in reading</p> <p>Next steps are to ensure that a higher proportion of eligible pupils make better than good progress in reading.</p>
<p><b>1:1/ small group Phonics Support</b> Booster sessions for children not making expected progress.</p>	<p><b>PP children will make good progress in phonics</b> and 100% will meet the requirements of the Year 1 Phonics screening check</p>	<p><b>EEF Toolkit – Individualised instruction</b> Moderate impact for moderate cost based on limited evidence <i>'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three'</i></p>	<p>100% of pupils eligible for pupil premium met the expected requirements in the Year1 phonic screening check and Year 2 re-check.</p> <p>Small group and 1:1 support will continue where required.</p>

iii. Other approaches to improve the attainment and progress of pupil premium children.			
<p><b>Improve the outdoor areas</b> to stimulate cooperative/child initiated learning in maths and English and to provide a secure, quiet area for children to use during break times and as an outdoor learning space.</p>	<p>Improve the outdoor areas in both EY settings to ensure they provide stimulating activities to promote independent/child initiated co-operative learning in Maths and English.</p> <p>Install Literacy and Numeracy sheds to store resources with easy access for children.</p> <p>Links to improvement in Communication and Language skills</p>	<p>Learning walks and lesson observations have highlighted a need to improve the outdoor areas in terms of English and Maths provision. Improvements will facilitate cooperative learning in the outdoor areas.</p> <p>The school has also identified the need for a quiet outdoor area to be used during break times.</p> <p><b>EEF Toolkit – Cooperative learning</b> Moderate impact for low cost based on extensive evidence Cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task.</p>	<p>The Reception outdoor area was greatly improved due to successful lottery grant funding.</p> <p>Learning walks and lesson observations evidenced that the new resources are stimulating lots of child initiated learning and co-operative learning in all areas of the Early Years curriculum.</p> <p>A new nursery outdoor area is planned for 2018-2019 and EYFS staff will work together to ensure that stimulating activities are planned both inside and out.</p>
<p><b>Pupil Progress reviews</b></p>	<p>To hold a termly Pupil Progress review with each teacher to discuss the progress of each child/all groups of learners in their class and discuss the progress/attainment of PP children in relation to their peers</p>	<p>Regular discussion will ensure that any support/challenge required is put into place quickly to ensure continued good progress.</p>	<p>Pupil progress reviews have been an important part of the assessment and monitoring timetable. School governors have also attended these.</p> <p>Pupils eligible for pupil premium funding all have a personal education plan and this is reviewed termly at these meetings to ensure these pupils are making progress towards targets set for them.</p> <p>These meetings will continue on a termly basis.</p>

## Part 2 Summary Information 2018 - 2019

4. Summary information 2018 – 2019 – Updated September 2018			
Total number of pupils	94	Number of pupils eligible for pupil premium funding	6 = 6.38 % of total
<p><b>Number of pupil premium children in each year group:</b> Due to the low numbers of eligible children in our school, information on the PP children in each year group is held in school to avoid easy identification of pupils. Also, information about expenditure may be limited in this report if it would highlight individual pupils. Further information on pupil premium expenditure is held in school.</p> <p>Pupil premium and pupil progress reviews are held once every term and expenditure is also reviewed by the governing body.</p>			
Total pupil premium budget:	£10 820	Amount per pupil: 1x £1 320, 1 x £300, 4 x £2 300	
Date of external pupil premium review:  Termly SIP Visits		Dates of internal termly reviews: October 2018, wc 4.2.19, wc 13.5.19 Governors meetings: 24.10.18, 27.2.19, 5.6.19 See Governor monitoring timetable – dates TBC	

5. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	PP children who are working within age related expectations may need targeted support in order to help them make better than expected progress and work at greater depth within the expected standard. <b>(Developing our mastery curriculum and challenge for more able pupils)</b>
B.	Pupil premium children not reaching the expected standard in maths will require targeted support in order to make better than expected progress in the current academic year <b>(Mathematical skills)</b>
C.	Continued speech and language support may be necessary in order for PP pupil to make good progress <b>(Communication and Language skills KS1)</b>
D.	Poor fine motor skills with some of our eligible pupils
E.	Lack of resilience and ability to persevere with new tasks and learning



6. Outcomes and success criteria for summer 2019					
A.	Early Years: 85% of the cohort to achieve a GLD (Good Level of Development) No pupils identified as eligible for Pupil Premium funding				
B.	Year 1 phonics screening: 85% of cohort to pass the phonics test and 100% of pupil premium eligible children. (2017 pass rate for others nationally = 84%.)				
C.	Year 2 Phonics Screening recheck - No pupils identified as eligible for Pupil Premium funding will be undertaking the phonics screening re-check in Year 2				
D.	End of KS1 (Year 2) % of pupil premium eligible pupils to achieve expected standard: Initial targets - Reading 100%, Writing 100%, Maths 66%. The gap between our disadvantaged pupils and others nationally is significant in maths because of the low numbers and high percentage each pupil represents – each pupil =33.3% Targeted intervention will be put in place and aspirational targets - 100% of PP children achieve the expected standards in reading, writing and maths All pupils to make good or better progress				
E.	To diminish the difference in attainment in the core subjects between our most able pupil premium children and high attaining national others (pupils not eligible for pp funding)				
F.	Building learner resilience and aspirations and developing a more positive attitude to learning				
G.	Developing fine motor skills to improve pencil control, handwriting and presentation of work				
H.	Speech and Language intervention				
7. Planned expenditure 2018 - 2019					
i. Quality of teaching for all					Total budgeted cost = £4 300
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/ Review
1:1/ small group Phonics Support Booster sessions for children not making expected progress.	1. Regular phonics assessment to identify those in need of support 2. Timetabled small group sessions 3. Intensive daily phonics sessions 4. Parent information session	EEF Toolkit – Individualised instruction Moderate impact for moderate cost based on limited evidence <i>‘Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three’</i>	Staff CPD/Peer support Learning walks/lesson observations  Pupil Progress reviews  Data collection and summaries	JL AP	TA costs (2.5hrs x 2 weekly) and resources £2,050  Termly review

**i. Quality of teaching for all *continued***

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/ Review
<b>Strengthen the quality of teaching; embed a mastery approach to teaching in maths and develop this approach in reading, writing and other subjects.</b>	1. Audit of existing practice and resources 2. Staff CPD 3. Identify and share good practice and its impact 4. SLT and subject leaders to monitor that tasks are matched to ability and are challenging	<b>EEF Toolkit – Mastery learning</b> Moderate impact for very low cost <i>'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.'</i>	Staff CPD schedule and peer support  Learning walks/lesson observations  SIP Visits  Workbook reviews and Moderation  Governor monitoring	Headteacher SLT Subject leaders	Staff CPD including 3 days supply cover New resources £1,750  Termly review
<b>Continue to improve the quality of assessment and marking, embedding new strategies, so that this has a positive impact on pupil outcomes</b>	1. Effective baseline and target setting 2. Staff CPD – what effective feedback looks like 3. Embed the use of COW time (check our work) 4. Clear next steps for pupils so that they know how to improve their work 5. Develop peer feedback	Introduction of COW time had a positive impact and pupils could discuss their next steps for learning. This needs to be further developed. (2 new teachers need to implement this)  <b>EEF Toolkit – Feedback</b> High impact for very low cost based on moderate evidence	Staff CPD schedule and peer support  Learning walks/lesson observations  SIP Visits  Workbook reviews and Moderation  Governor monitoring	SLT Subject leaders	£500  Termly reviews

ii. Targeted support for pupil premium children.					Total budgeted cost = £ 6 060
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/ Review
<p><b>Increase the proportion of pupils eligible for PP making good or better progress and expected attainment in maths.</b></p> <p><b>Maths</b> First Class @ Number 2 Improve the consistency of small group intervention in maths.</p>	<p>1. Use Sandwell Numeracy Test as effective baseline test for maths to ensure impact of intervention is measured.</p> <p>2. TA training, including resources and use of baseline test, to ensure that intervention targets the gaps in pupil's understanding and helps them to progress.</p> <p>3. Measure impact after each intervention.</p>	<p>Evidence shows that First Class in Number interventions have a positive impact on pupil progress.</p> <p><b>EEF Toolkit – Individualised instruction</b> Moderate impact for moderate cost based on limited evidence <i>'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three'</i></p>	<p>Sandwell Early Numeracy Test – baseline and impact measure</p> <p>Pupil workbooks</p> <p>Teacher assessment and moderation</p>	<p>ST JC</p>	<p>£500</p> <p>Half termly review</p>
<p><b>To diminish the differences in attainment in maths and writing between our most able pupil premium pupils and high attaining others in our school/nationally</b></p>	<p>1. Pupil progress reviews – create a personal education plan for eligible pupils</p> <p>2. Reflective planning and regular teacher assessment</p> <p>3. Developing a mastery curriculum with greater level of challenge for more able learners</p> <p>4. Planned small group support where necessary</p>	<p>More able pupils eligible for pupil premium funding do not achieve as well as their peers and others nationally or in our school in maths and reading</p>	<p>Pupil progress reviews</p> <p>Learning walks/lesson observations</p> <p>SIP Visits</p> <p>Workbook reviews and Moderation</p> <p>Governor monitoring</p>	<p>ST JL</p>	<p>£500</p> <p>Termly review</p>

Continued ii. Targeted support for pupil premium children

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/ Review
<p><b>Speech and Language intervention</b></p> <p>Improvements in spoken language for identified pupils eligible for PP</p> <p>Pupils to meet targets set by speech therapist.</p>	<p>Speech, Communication and Language sessions 4 x per week for identified pupils, including time for assessment/impact to be measured.</p> <p>Use of SLA money for Speech and Language team to access support from trained TA – providing 10 weekly sessions and high quality CPD and resources for staff.</p> <p>This will ensure the work is sustainable in the long time and has positive impact.</p> <p>Liaison with speech therapists.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>PP children will make good progress with C&amp;L skills and attain in line with their peers.</p> <p><b>EEF Toolkit –Oral language interventions</b></p> <p>Moderate impact for low cost based on extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Staff CPD/peer support</p> <p>Pupil Progress reviews</p> <p>Speech and Language Therapy Intervention plans and reviews</p> <p>Personal education plans and reviews</p>	<p>H Brown</p> <p>Speech therapists</p>	<p>£1 500</p> <p>Review termly</p>

Continued ii. Targeted support for pupil premium children

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost/ Review
<p><b>Pupil Progress reviews will identify pupils who are not making expected progress or those who with more challenge could make even more progress and identify strategies to address this.</b></p> <p><b>Regular discussion about the progress and attainment of all pupils eligible for pupil premium</b></p>	<ol style="list-style-type: none"> <li>1. Termly pupil progress reviews</li> <li>2. Termly action grid</li> <li>3. Personal education plans</li> <li>4. Small group support where necessary</li> <li>5. Reflective planning to meet the needs of all learners</li> <li>6. Staff CPD on using performance information/data to analyse gaps</li> </ol>	<p>School performance information shows that we need to diminish the difference between pupils eligible for pupil premium and other pupils, making good or better progress and attainment in maths.</p>	<p>Pupil progress reviews</p> <p>Learning walks/lesson observations</p> <p>SIP Visits</p> <p>Workbook reviews and Moderation</p> <p>Governor monitoring</p>	<p>AP SLT</p>	<p>supply cover to release teachers x 3 days £660</p> <p>Termly review</p>
<p><b>Building learner resilience and aspirations and developing a more positive attitude to learning</b></p>	<ol style="list-style-type: none"> <li>1. Staff CPD – Growth Mind-set and Using Social Stories <i>Meta cognition &amp; self-regulation</i></li> <li>2. Peer support and shared good practice to develop and embed strategies t help our pupils become independent, resilient learners</li> <li>3. Continue to deliver Forest School programme – staff members need outdoor first aid training</li> </ol>	<p><b>Toolkit – Meta cognition and self-regulation</b> <b>High impact for very low cost</b></p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> <li>• cognition - the mental process involved in knowing, understanding, and learning;</li> <li>• metacognition - often defined as ‘learning to learn’; and</li> <li>• motivation - willingness to engage our metacognitive and cognitive skills</li> </ul>	<p>Pupil progress reviews</p> <p>Learning walks/lesson observations and peer support</p> <p>Learner views</p>	<p>SLT</p>	<p>Staff CPD</p> <p>£1 500</p> <p>Termly review</p>

<b>Developing fine motor skills to improve pencil control, handwriting and presentation of work</b>	1. Short, intensive daily sessions to develop fine motor skills 2. New resources such as 'Pegs to Paper' to develop early handwriting skills 3. Daily handwriting sessions	Fine motor skills are essential for performing everyday skills. Without the ability to complete these everyday tasks, a child's self-esteem can suffer, their academic performance can be compromised and their play options are very limited.	Pupil progress reviews  Learning walks/lesson observations  Workbook reviews and Moderation  Governor monitoring	CB/SR	TA costs (2.5hrs weekly) and resources £1, 400  Termly review
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**iii. Other approaches to improve the attainment and progress of pupil premium children.**

**Total budgeted cost = £500**

<b>Desired outcomes &amp; success criteria</b>	<b>Actions</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>Cost/ Review</b>
<b>Remove financial barriers to learning</b>	Subsidise or pay for extracurricular activities such as sports coaching or tournaments, educational visits and cultural activities and school meals.	Financial barriers can impact learning and the impact of this can be reduced with effective use of pupil premium funding.	Pupil progress reviews  Finance committee meetings/Pupil Premium governor monitoring	AH Resource committee  Named governor - CP	<b>£500</b>  <b>Termly review</b>

**Total budgeted cost for all areas = £ 10 860**

**9. Additional detail**

Additional information and evidence relating to this strategy statement can be found in our School Improvement Plan for 2018 - 2019.