

1. Summary Information					
School:	St George's Primary School – Semington.				
Academic Year:	2017-2018	Total PP Budget	£15,120	Date of most recent PP review	18 th September 2017
Total number of pupils:	77	Number of pupils eligible	13	Date of next internal review	July 2018
2. Barriers to future attainment (for pupils eligible for PP)					
In-School Barriers					
A.	Low starting points / gaps in knowledge and understanding due to previous poor teaching				
B	Emotional issues				
C	Low levels of speaking skills / oral literacy				
External Barriers					
D	Unsettled home life				
E	Attendance (Average attendance across PP is 90%)				
F	Lack of access to enrichment activities				
3. Desired Outcomes			Success Criteria		
A	Gaps are narrowed		A higher percentage of the children achieve end of year expectations than the previous year.		
B	Pupils are increasingly able to manage their emotional behaviours		Children to remain in class and access the lesson with increasing independence		
C	Children will speak in complete sentences, using appropriate language with correct pronunciation.		Incidences of staff repeating back correct examples of sentence structure, vocabulary and pronunciation is reduced.		
D	Children can talk about any issues at home and can cope better with them		All PP children have been invited to attend a school club. Any child with PP who needs breakfast has been provided with it.		

E	Whole school and specific individual attendance increases	Attendance across the school is at least 96%
F	Children have increased access to enrichment activities	Children have access to extra-curricular activities and up-take increases from 0% - 50% All children wanting to attend residential trips are able to.

4. Planned Expenditure

Academic year:	2017-2018
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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?
A. Gaps are narrowed	Focussed feedback	EEF toolkit states high impact low cost (+8 mnths) for feedback	Staff training on best practice of feedback and marking – up-dating policy to reflect this. Book scrutinies and observations to monitor its use.	PH	Termly within timetabled observations and scrutinies.
	Daily TA meetings (£3650)	Ofsted The Pupil Premium reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	Sit in on samples of daily meeting. Look at planning to see use of TA support to meet needs of identified pupils. During staff meetings / TA meetings, discuss how meetings are going and if anything can be done to improve effectiveness. SENCO as part of TA reviews to monitor focussed support.	JC LS	Termly
	Metacognition – learning powers and growth mindset instruction (£1,267)	EEF toolkit states high impact low cost (+8 mnths) for metacognition	Inset days at beginning of term for teachers and TAs so all staff are aware of strategies to use. Observations and pupil discussion to monitor their growing understanding of the approaches.	NC	Termly within timetabled observations and scrutinies. Termly during pupil progress meetings.
B. Pupils are increasingly able to manage their emotional behaviours	Behaviour policy introduced	EEF states School level Social Emotional Learning (+4 months)	Whole staff training on the new policies and approach. Ensure all staff have access to the agreed resources	JC	Termly – review completed behaviour records.

	Restorative justice implemented (£750)	It also states that school level approaches to behaviour management are linked with increases in attainment	(behaviour sheets / lanyard prompts) Review progress within staff meetings. Record anecdotal evidence of improvements in behaviour / incidents of poor behaviour disrupting learning.		Termly as part of observations.
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?
B. Pupils are increasingly able to manage their emotional behaviours D. Children can talk about any issues at home and can cope better with them	Employment of Pastoral TA £6973 + £1000 resources	EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months). Employment of specific TA for this role also frees up general class TAs to continue their focussed support of children in class rather than being drawn away to deal with behavioural and emotional issues.	Structured timetable provided to the TA highlighting specific children and specific activities. TA to record each week the specific interventions and support given. Fortnightly for these to be monitored. Patterns in particular behaviours and / or with particular children to be identified and then addressed.	LS / LT	Termly
C. Children will speak in complete sentences, using appropriate language with correct pronunciation.	Within rec / yr 1 , daily opportunities for speaking / verbalising thoughts with all staff knowing that they need to correct and repeat back correct sentences	For children to be able to reach ARE in speaking and writing, they need to be able to peak in complete sentences that are grammatically correct.	Instructing staff to plan for opportunities for daily speaking activities. Training support staff in how to implement to respond to children's incorrect	BL	Termly as part of observations.
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?
E. Whole school and specific individual attendance increases	Increase parental awareness of attendance issues and consequences on poor attendance. Share and adhere to attendance policy.	Higher attendance at school and therefore access to quality first teaching will raise progress and improve performance. DFE 2014 report highlights how poor attendance at primary school can be shown to impact on GCSE results.	Monitor attendance and follow-up low attendance rates for individuals	JC	Termly whole school and PPG attendance reports.
F. Children have increased access to enrichment activities	Access to enrichment activities is increased due to subsidising activities. £1200 extra-curricular £290 residential expenses	Extra – curricular sporting activities will help raise self-esteem, Assistance with residential costs will ensure inclusion in extension and enriching activities.	Monitoring of attendance at extra-curricular activities and attendance on residential.	JC	Termly monitoring