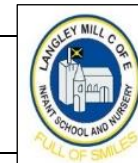


Langley Mill CE (Controlled) Infant School and Nursery

Pupil Premium Strategy Statement



1. Overview of Pupil Premium

Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents and carers how the Pupil Premium is used to improve attainment.

In the 2017-18 academic year:

- **£1,320** was received for every child (from Reception to Year Two) registered as eligible for free schools meals at any point in the last 6 years;
- **£1,900** was received for every Child in Care (adoption, a special guardianship order, a child arrangement order, a residence order) or every child who has been registered as eligible for free school meals and has also left local authority care for any of these reasons;
- **£300** was received for every child with a parent currently in the armed forces, with parents who have died in service or were previously eligible, and;
- **£300** was received for every child (Nursery) eligible for early years' pupil premium funding (EYPP).

2. Summary information

School	Langley Mill CE Infant School and Nursery, Sedgwick Street, Langley Mill, Nottinghamshire, NG16 4DT				
Academic Year	2017-18	Total PP budget	£70,501	Date of most recent PP Review	July 2017
Total number of pupils	130	Number of pupils eligible for PP	Total = 50 <ul style="list-style-type: none"> • FSME6 = 41 • CiC = 2 • Armed forces = 1 • EYPP = 6 	Date for next PP review	July 2018

3. Current attainment (July 2017 data unless stated otherwise)

	Pupils eligible for PP	Pupils not eligible for PP	
	School	School	National
% making a Good Level of Development at the end of EYFS	58%	71%	73%
% meeting the expected standard in phonics at Y1	55%	76%	84%
% achieving expected standards in reading at Y2	59%	72%	79%
% achieving expected standards in writing at Y2	41%	67%	72%
% achieving expected standards in maths at Y2	59%	72%	79%
% making expected or better progress in reading from end of EYFS to end of KS1	88%	89%	n/a - school data
% making expected or better progress in writing from end of EYFS to end of KS1	76%	89%	n/a - school data
% making expected or better progress in maths from end of EYFS to end of KS1	94%	89%	n/a - school data

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

- | | |
|-----------|---|
| A. | A large proportion of children eligible for PP enter EYFS with below, and often well below, age related expectations in the prime areas of learning. This impacts on their ability to reach age related expectations in the prime areas and slows their progress in the specific areas and meeting the expected Good Level of Development by the end of EYFS. |
| B. | A significant number of disadvantaged pupils leave EYFS working below expectations in the specific areas of literacy and mathematics. This hampers their achievement in the core subjects of reading, writing and maths in Key Stage One. |
| C. | The poor emotional and social well-being of some children entitled to PP, including the high attainers, impacts negatively on their capacity to learn effectively and thus make good academic progress. |
| D. | Behaviour difficulties for some pupils across school (mostly those eligible for PP) hinders their access to the full curriculum and has a detrimental effect on their academic progress and that of their peers. |

External barriers *(issues which also require action outside school)*

- | | |
|-----------|--|
| E. | Attendance and punctuality rates for some pupils eligible for PP are below average. This reduces their in-school educational hours and causes them to fall behind. |
| F. | Many disadvantaged pupils receive little or no support at home with their learning which slows their rates of academic progress. |
| G. | Within aspects of the community, there is a culture of low aspiration which manifests in many pupils not having good 'learning behaviours' and 'readiness to learn'. |

5. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<ul style="list-style-type: none"> Accelerated progress for targeted EYFS children eligible for PP in the three prime areas of learning. Measured through intervention impact monitoring records, ongoing assessments and analysis of achievement data. 	<ul style="list-style-type: none"> Prime area intervention reports show accelerated progress for targeted children. School assessment systems show that children eligible for PP are making rapid progress in the prime areas of learning across EYFS. Data analysis shows there is a diminishing difference between EYFS prime area outcomes for PP children and others nationally.
B.	<ul style="list-style-type: none"> Accelerated progress for targeted KS1 pupils eligible for PP in reading, writing and maths. Measured through intervention impact monitoring records, ongoing assessments and analysis of achievement data. 	<ul style="list-style-type: none"> Core subject intervention reports show accelerated progress for targeted pupils. School assessment systems show that pupils eligible for PP are making rapid progress in English and maths across KS1. Data analysis shows there is a diminishing difference between the phonics/ reading, writing and maths standards of pupils eligible for PP and those of others nationally.
C.	<ul style="list-style-type: none"> Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress. Measured through intervention impact monitoring records, Boxall profiles, support plan reviews and analysis of achievement data. 	<ul style="list-style-type: none"> PSED/PSHE intervention reports show accelerated progress for targeted pupils. Boxall profiles show increased ability of targeted pupils to recognise and deal with feelings. Support plans for targeted pupils show improvements in emotional well-being. School assessment systems show at least expected progress in core subjects for targeted pupils with emotional and social difficulties as barriers are removed.
D.	<ul style="list-style-type: none"> Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress. Measured through intervention impact monitoring records, Boxall profiles, review of behaviour logs, support plan reviews and analysis of achievement data. 	<ul style="list-style-type: none"> PSED/PSHE intervention reports show accelerated progress for targeted pupils. Boxall profiles show increased ability of targeted pupils to play, learn and work effectively with others. Support plans for targeted pupils show improvements in behaviour and mental health. The number of recorded behaviour incidents for targeted pupils reduce. School assessment systems show at least expected progress in core subjects for targeted pupils with behavioural difficulties as barriers are removed.

E.	Desired outcomes and how they will be measured	Success criteria
F.	<ul style="list-style-type: none"> • Attendance and punctuality levels for all pupil groups, including those eligible for PP, will increase to meet national averages (cluster average for pre-statutory aged children). • There will be a reduction in the number of pupils arriving late for school each day. • Measured through daily, weekly, 6-weekly, half termly and annual punctuality and attendance monitoring meetings and reviews of tailored support plans. 	<ul style="list-style-type: none"> • Attendance of PP pupils will increase to 96%, in line with national 'other' pupils and 92% for non-statutory school aged children, in line with cluster average. • Persistent absenteeism for pupils eligible for PP will reduce to 4%, in line with national other pupils. • Overall school attendance will be at least 96% for statutory school aged pupils. • The number of recorded lates will reduce term on term (for individuals and collectively).
G.	<ul style="list-style-type: none"> • The frequency of disadvantaged pupils reading at home and completing home learning tasks will increase. • Parental understanding will improve on the importance of reading/home learning and effective ways to support children outside school (through meetings, workshops and school/cluster activities and tailored support plans). • Measured through home learning records, parental feedback, staff discussions, and analysis of achievement data. 	<ul style="list-style-type: none"> • Home learning records show an increase in the number of children being supported with home learning tasks. • Weekly Rocket Reader Awards show an increase in the number of pupils reading at home. • Parental feedback is positive following workshops and training sessions. • School assessment systems show that pupils eligible for PP are making at least expected progress and there is a diminishing difference between their outcomes and those of other pupils nationally. • A greater proportion of pupils entitled to PP will be on track to meet age related expectations.
H.	<ul style="list-style-type: none"> • A greater number of parents will understand the importance of education and how this affects life chances. • Parental knowledge will increase on what age related expectations are and how best to support children in meeting these (through meetings, workshops, tailored support plans and school/cluster events), • Measured through parental feedback, staff discussions and analysis of achievement data. 	<ul style="list-style-type: none"> • Parental feedback is positive following meetings, workshops, tailored support, school/cluster events and indicates increased knowledge. • School assessment systems show that pupils eligible for PP are making at least expected progress and there is a diminishing difference between their outcomes and those of other pupils nationally. • A greater proportion of pupils entitled to PP will be on track to meet age related expectations.

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 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(s)	When will you review implementation?
A - Accelerated progress for targeted EYFS children eligible for PP in the three prime areas.	<ul style="list-style-type: none"> ECAM training for the new nursery teacher and updated PD resources. PSED training for the EYFS leader / Reception teacher (Teddy Bears and Sabre Tooth Tigers) and updated PSED resources. 	<ul style="list-style-type: none"> The Education Endowment Foundation (EEF) advocates that efforts to support children's learning in the early years are particularly important for children from disadvantaged backgrounds. The EEF promotes early education approaches that include physical and communication and language activities. The EPPSE longitudinal study assessing children's development found that high-quality early years provision is characterised by activities that support children's self-regulation (PSED) and language development (CL). The EEF advocates that social and emotional learning (SEL) strategies have a positive impact on social interactions, attitudes to learning, and learning itself, with children making an average of three additional months' progress, particularly disadvantaged children. EEF research shows improvements in learning outcomes are more likely when linked to professional development to support and explain the strategies to staff. Additionally, the quality of implementation of SEL programmes depends on the degree to which early years' professionals and other staff are committed to the approach. EEF research also shows that staff training, provided in an effort to improve the quality of provision in early years, is more effective than increasing the quantity of provision or by changing the physical environment. 	<ul style="list-style-type: none"> Accredited providers used for training (LA specialist advisers). Formal evaluation of training undertaken, with planned dissemination to colleagues. Adequate resources purchased for effective delivery of PD and PSED interventions. Careful monitoring and evaluation of interventions delivered (impact monitoring reports). 	<ul style="list-style-type: none"> EYFS leader YN and YR teachers 	<ul style="list-style-type: none"> After each intervention is complete.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>B - Accelerated progress for targeted KS1 pupils eligible for PP in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Cluster reading initiative and accompanying resources to increase 'reading for pleasure'. • Updated handwriting scheme, policy and resources with training for all staff. • Maths mastery training for staff in each key stage. 	<ul style="list-style-type: none"> • The Aldercar family of schools have all identified reading progress as an area that requires input in order to improve outcomes, especially for disadvantaged pupils. Therefore, a reading project entitled 'A Year of Reading' has been developed to promote a love of reading and increase the frequency of reading at home, with many events planned to raise aspiration and interest. The EEF identifies parental involvement as having up to 3 months added progress for children. Research by the National Literacy Trust also evidences the importance of parents becoming involved in their children's literacy practices at an early age. • Handwriting and presentation was raised as a key issue on the March 16 Ofsted Inspection Report. 2016-17 English lead monitoring showed further improvements were needed to continue increasing children's writing development. The EEF advocates that activities focused on fine motor skills related to writing have a positive impact on learning. • The EEF identifies mastery learning as an effective approach, especially with younger children (potentially 5 months added progress). This approach will also be sustainable following training, and will be transferable to other curriculum areas once established and embedded in the subject of mathematics. 	<ul style="list-style-type: none"> • The 'Year of Reading' project is being led by an English leader/HT from a good school in the cluster who is also an LLE. HTs meet half termly to review and develop this project. • Termly work scrutinies will be undertaken to ensure improvements in children's handwriting and presentation skills. • Quality training will be provided by the LA specific to each key stage, with full evaluation undertaken and planned dissemination to colleagues. Teaching and learning will also be closely monitored each term, with joint HT observations across the cluster in the summer term 2018. 	<ul style="list-style-type: none"> • HT/English Leader/LLE • AHT/Maths leader 	<ul style="list-style-type: none"> • Termly review of cluster reading initiative during cluster HT development days. • Termly SLT work scrutiny focussed on handwriting development and presentational skills. • Termly lesson observations with peer review in summer 2018 to evaluate the mastery approach.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	When will you review implementation?
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<ul style="list-style-type: none"> Cluster mental health and well-being conference for all staff (Sep 17 INSET day). Refresher Nurture Group training for all staff with more extensive training for Nurture Group leaders (x2 Teaching Assistants). Growth mind-set training for all staff and new resources for effective implementation. 	<ul style="list-style-type: none"> EEF research shows SEL interventions almost always improve emotional or attitudinal outcomes, with improvements more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. The EEF advocates approaches to developing a positive school ethos and improving discipline across the whole school as these often result in improvements in target areas and also support greater engagement in learning. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. The EEF asserts that approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. Research cited by the Nurture Group Network identifies a range of studies which show the benefit of nurture provision, including gains in emotional functioning alongside academic performance. The EEF also cites up to 4 months added progress for social and emotional learning programmes. The EEF advocates that metacognition and self-regulation approaches (which are a large part of growth mindset development) help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. These approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The potential impact of these approaches is high as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence 	<ul style="list-style-type: none"> The cluster conference will be planned using the expertise of six HTs as well as experts in the field. A follow up HT development day will ensure all schools act on the training given and changes made are monitored. Whole staff training will ensure developments are sustainable. The LA Nurture Team will train and support all staff and the lead TAs to undertake effective Nurture provision. Regular meetings with the Nurture Team and BSS will improve practice. Boxall profiles will be used to track development of pupils in this target area. Staff meetings with focus once each term on growth mind-set teaching successes and impact. Staff reflections will be used to drive further improvements and developments. 	<ul style="list-style-type: none"> Cluster HTs for mental health and well being SENCO for NG provision HT/PSED leader for growth mind-set work 	<ul style="list-style-type: none"> Cluster mental health and well-being conference for all staff (Sep 17 INSET day) will be reviewed at the autumn 1 HT development day and termly HT development days following this.. The impact of NG provision will be reviewed using the monitoring impact report and Boxall profile scores at the end of the provision. Growth mind-set work will be reviewed termly and at the final INSET day in June 18. This will be reported to governors on the SDP and PSHE action plan.
Total budgeted cost for Quality of Teaching for All					£5890

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(s)	When will you review implementation?
A - Accelerated progress for targeted EYFS children eligible for PP in PSED.	<ul style="list-style-type: none"> Leuven Scale (YN) 	<ul style="list-style-type: none"> The EEF states that the development of self-regulation and executive function is consistently linked with successful learning. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. The EPPSE longitudinal study assessing children's development asserts that high-quality early years provision is characterised by activities that support children's self-regulation (PSED). 	<ul style="list-style-type: none"> PSHE education subject leader review of impact monitoring reports. Observations of interventions by PSHE education leader, SLT and SENCO. Termly pupil achievement review of PSED progress and attainment. 	<ul style="list-style-type: none"> PSHE education leader SENCO HT 	<ul style="list-style-type: none"> At the end of each intervention. Termly Termly
A - Accelerated progress for targeted EYFS children eligible for PP in PD.	<ul style="list-style-type: none"> ECAM (YN) Physical literacy and ECAM (YR) 	<ul style="list-style-type: none"> The EEF advocates early education approaches that include physical activities. Research shows a positive impact with evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. Small scale action research projects on fine motor activities (such as St Thomas More's Catholic Primary, Hampshire and The Perse School, Cambridge) have found these to be effective in improving children's fine motor control. Additionally, scholarly articles such as 'Factoring in Fine Motor: How Improving Fine Motor Abilities Impacts Reading and Writing (St. John, S., 2013) identify the benefits of this type of intervention. 	<ul style="list-style-type: none"> PE subject leader review of impact monitoring reports. Observations of interventions by PE leader, SLT and SENCO. Termly pupil achievement review of PD progress and attainment. 	<ul style="list-style-type: none"> PE leader SENCO HT 	<ul style="list-style-type: none"> At the end of each intervention. Termly Termly

<p>A - Accelerated progress for targeted EYFS children eligible for PP in CL.</p>	<ul style="list-style-type: none"> • ECAT (YN) • Time to Talk (R) 	<ul style="list-style-type: none"> • The EPPSE longitudinal study assessing children's development found that high-quality early years provision is characterised by activities that support children's language development (CL). • The EEF cites that 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. 	<ul style="list-style-type: none"> • English subject leader review of impact monitoring reports. • Observations of interventions by English leader, SLT and SENCO. • Termly pupil achievement review of CL progress and attainment. 	<ul style="list-style-type: none"> • English leader • SENCO • HT 	<ul style="list-style-type: none"> • At the end of each intervention. • Termly • Termly
<p>B - Accelerated progress for targeted KS1 pupils eligible for PP in reading and writing.</p>	<ul style="list-style-type: none"> • Rapid Phonics • Daily reading • Precision teaching • Booster writing (cusp Y1 and Y2) 	<ul style="list-style-type: none"> • The EEF asserts that phonics approaches are consistently effective in supporting young readers (4-7) to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is also viewed as more effective on average than other approaches to early reading. • The EEF emphasises that effective phonics techniques must be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Daily reading accelerates reading progress in both word reading and comprehension skills. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. • Small group tuition is effective with studies suggesting that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. 	<ul style="list-style-type: none"> • English subject leader review of impact monitoring reports. • Observations of interventions by English leader, SLT and SENCO. • Termly pupil achievement review of reading and writing progress and attainment. 	<ul style="list-style-type: none"> • English leader • SENCO • HT 	<ul style="list-style-type: none"> • At the end of each intervention. • Termly • Termly
<p>B - Accelerated progress for targeted KS1 pupils eligible for PP in maths.</p>	<ul style="list-style-type: none"> • Booster maths group (cusp Y1 and Y2) 	<ul style="list-style-type: none"> • The EEF evidences that small group tuition is effective with studies suggesting that greater feedback from the teacher, more sustained 	<ul style="list-style-type: none"> • Maths subject leader review of impact monitoring reports. • Observations of intervention by HT. 	<ul style="list-style-type: none"> • Maths leader • HT • HT 	<ul style="list-style-type: none"> • At the end of each intervention. • Termly

		engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	<ul style="list-style-type: none"> Termly pupil achievement review of maths progress and attainment. 		<ul style="list-style-type: none"> Termly
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress.</p>	<ul style="list-style-type: none"> Nurture Group (in house and BSS led) 	<ul style="list-style-type: none"> The EEF advocates that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress. Research also shows SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils (though on average all pupils benefit) with approaches effective from nursery to secondary school. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. Research cited by the Nurture Group Network identifies a range of studies which show the benefit of nurture provision, including gains in emotional functioning alongside academic performance. The EEF also cites up to 4 months added progress for social and emotional learning programmes. 	<ul style="list-style-type: none"> SENCO review of impact monitoring reports. Observations of intervention by HT/SENCO. Termly pupil achievement reviews. 	<ul style="list-style-type: none"> SENCO SENCO/HT HT 	<ul style="list-style-type: none"> At the end of each intervention. Termly Termly
Total budgeted cost for Targeted Support					£26,086

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?
<p>C - Pupils with social and emotional difficulties will be effectively supported to allow them to learn effectively and make good progress, and;</p> <p>D - Pupils with behaviour difficulties will be well supported to enable them and their peers to access the full curriculum and make good progress, and;</p> <p>E - Attendance and punctuality levels for all pupil groups, including those eligible for PP, will increase to meet national averages (cluster average for pre-statutory aged children) and there will be a reduction in the number of pupils arriving late for school each day, and;</p> <p>F - The frequency of disadvantaged pupils reading at home and completing home learning tasks will increase, and;</p> <p>G - A greater number of parents will understand the importance of education and how this affects life chances. They will know what age related expectations are and how best to support their children in meeting these.</p>	<ul style="list-style-type: none"> • Full time Children's Learning Supporter (CLS) with the remit of removing barriers to learning and ensuring all disadvantaged pupils are 'ready to learn': <ul style="list-style-type: none"> ➢ 1:1 drawing/talking therapy ➢ Daily lunch club ➢ Individual pupil support plans ➢ Attendance/punctuality plans ➢ Parent workshops (ready for nursery/school, reading, phonics) ➢ 1:1 transition meetings ➢ Safeguarding and child protection meetings ➢ Tailored family support packages ➢ Signposting to services ➢ MAT working 	<ul style="list-style-type: none"> • The EEF identifies parental involvement as having up to 3 months added progress for children. • Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools has on average two to three months' positive impact. • There is also some evidence that supporting parents with their first child will have benefits for siblings. • The most recent Ofsted and Church inspections (March 16) cited the CLS as having a huge positive impact across the whole school. 	<ul style="list-style-type: none"> • The CLS is a highly skilled HTLA, with a first class honours degree in childhood studies, and intensive safeguarding and child protection training. She will be managed on a weekly basis by the HT, with regular reviews of intervention impact reports taking place. • Ongoing, regular high quality training will be provided to support effective delivery of the CLS role. • There will be continual updating of resources for effective delivery of support programmes, workshops, training sessions, individual therapy, etc. 	<ul style="list-style-type: none"> • CLS • HT/CLS • CLS 	<ul style="list-style-type: none"> • Termly CLS reports to HT. HT feedback to governors on termly HTs report. • Ongoing CPD evaluations reviewed by HT. • Termly CLS reports to HT.
Total budgeted cost for Other Approaches					£40,336
Total expenditure					£72,312

7. Review of expenditure

Previous Academic Year

2016-17 (£76,788)

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact and lessons learned	Cost
Accelerated progress for targeted EYFS children eligible for PP in the prime areas of learning.	What matters most? Social and emotional training day for YN teacher.	Raised EYFS staff awareness on development of social and emotional skills in the brain and the importance of self-regulation (PSED). Useful ideas were given on how to support young children in the development of social and emotional skills and how this affects behaviour. These ideas were planned into sessions following the training.	£420
	Monsters, mud and mayhem! Getting it right for boys in the EYFS training day for YR teacher/ English lead.	Inspirational day, led by national experts, which had a real impact on encouraging staff thinking about sensory disorders relating to boys, how boys learn and how best to help them (PSED, PD and CL). Lots of practical ideas brought back to school with strategies for aiding listening and attention and improving the outdoor area fed into the SDP. Relayed to all staff for wide ranging impact and sustainability.	£420
	Establishing Early Handwriting ½ day training for x2 YN teachers.	Increased staff knowledge of brain development and how this affects early writing; the early stages of writing and interventions that can be used to support writing development (PD). Resulted in greater differentiated writing activities being planned and delivered in YN to meet the needs of the children thus improved readiness to write for Sep 17 school starters.	£420
	Instant Impacting Ideas (Shonette Bason- Wood) training day for EYFS lead/YN teacher.	Improved staff knowledge regarding good practice in EYFS for developing fine motor skills (Squiggle while you Wiggle and Dough Disco) and basic maths skills (Maths is Magic). Resulted in purchase of new resources for EYFS and sharing of good practice with all staff.	£420
Accelerated progress for targeted KS1 pupils eligible for PP in English and mathematics.	Developing Maths Mastery and Motivating Mathematics full day training sessions for maths lead/AHT.	Raised staff knowledge of the Shanghai and Singapore approaches to the teaching of mathematics to improve teaching and learning in KS1. Also gave an overview of new initiatives and developments within mathematics, particularly an intervention that can be run with whole KS1 classes. Key ideas given for developing the mastery approach, disseminated to KS1 staff at staff meeting which improved the overall teaching of mathematics.	£420
	Understanding Memory Difficulties SSEN delivered ½ day training for HLTA.	Ideas imparted to HLTA on how to promote memory skills in children. Use of well-known games incorporated into the Y1 nurture group timetable with a group of lower attainers to develop their memory skills, vital across the curriculum.	£250
	Mastery in Grammar and Spelling T4W day training for English Lead/YR teacher and AHT/Y2 teacher.	Course run by Pie Corbett, leader of the Talk4Writing programme. Focussed on how to teach grammar and spelling in a more consistent way. Aided planning literacy units to incorporate all elements from the English curriculum as a 'whole' approach rather than 'stand-alone' sessions. Going forward, we need to gather further information on the additional intervention strategy that can be used to aid children's development in reading, writing and maths using a set approach.	£1,000
	Dynamic approaches to teaching	Cluster training day based on dynamic teaching and learning of reading and writing in	£1,200

	and learning cluster training day for all staff.	response to Ofsted key issues identified in the schools in attendance. Good ideas given in relation to priority area of raising boys' attainment in reading and writing. Added to 'raising boys achievement' action plan.	
	Precision Teaching twilight introductory workshop for all staff led by EPS.	Increased staff knowledge on the theory and rationale behind the PT approach, key elements of a PT programme and running these in schools. PT approach used by staff going forward to develop phonic blending and segmenting skills, HFW recognition and number facts.	£280
Effective support for pupils with social, emotional and behavioural difficulties (ESBD) to allow them to learn effectively and make good progress.	Emotional Health and Well Being in Schools' conference for HT.	Increased HT knowledge of how to improve emotional health and well-being in school in order to enable children to learn, and the school to be happy place. Received an 'emotional health and well-being toolkit' with practical ideas, case studies and useful links to be used going forward.	£210
	Five to Thrive for training day for CLS.	Increased staff knowledge on attachment issues and the relevance of these when developing the school's behaviour management system. Focussed heavily on how parenting contributes to children's brain development and how unmet attachment needs impact on children's behaviour. Ideas given for developing behaviour strategies in schools with children who display attachment difficulties.	£210
Total expenditure for Quality of teaching for all			£5,250

ii. Targeted support

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Accelerated progress for targeted EYFS children eligible for PP in the prime/specific areas of learning.	Every Child a Talker (ECAT) in YN (X1 FT EYFS TA utilised to deliver x5 20 minute focussed SLCN sessions per week for 12 weeks plus resources for identified children delayed in listening and attention, understanding and speaking as identified by initial baseline assessments, the Child Monitoring Tool and ongoing assessments).	<ul style="list-style-type: none"> • Increased listening skills. • Greater ability to concentrate. • Improved comprehension skills. • Improved oracy skills. 	Designated space and regular scheduled timings vital in ensuring effective delivery.	£350
	Every Child a Mover (ECAM) in YN (x1 FT EYFS TA utilised to deliver x3 weekly 30 minute focussed physical development sessions each week plus resources for identified children identified as 'at risk of delay' in physical development as evidenced by initial baseline assessments, the physical development monitoring tool and ongoing assessment).	<ul style="list-style-type: none"> • Improved gross motor skills. • Improved fine motor skills. • Ability to care personal hygiene independently. • Able to dress/undress independently. • Able to feed independently using knife and fork. • Increased practitioner competence and confidence in physical development within the YN setting. 	Continual auditing of resources required to ensure effective delivery.	£1000

	Leuven well-being and involvement scale in YN (X1 FT EYFS TA utilised to deliver x3 weekly 30 minute focussed engagement and involvement activities per week plus resources with target groups/individuals identified as having difficulties with making relationships, struggling with self-confidence and self-awareness and showing difficulty managing feelings and behaviour as identified by baseline and ongoing assessments).	<ul style="list-style-type: none"> • Increased engagement, concentration and focus with tasks set. • Raised interest, motivation and fascination levels. • Increased mental activity. • Increased enjoyment and satisfaction (exploratory drive). • Increased collaborative play. • Improved confidence levels. • Increased ability to follow rules. • Greater ability to manage of behaviour and feelings. 	Research reading required to develop a repertoire of activities suitable for developing pupil wellbeing and involvement.	£1000
	Time To Talk in YR (X1 FT HLTA utilised to deliver x3 20 minute sessions per week for 6 weeks plus resources for a group of x4 EYFS pupils needing additional support to stay on task, manage behaviour, concentrate and develop basic speaking and listening skills).	<ul style="list-style-type: none"> • Improved ability to listen to others and take turns. • Improved ability to follow simple instructions. • Improved ability to answer simple questions. • Greater concentration levels. • Increased independence. • Improved vocabulary and oral speech. 	Requirement for a dedicated, quiet teaching space for effective delivery (ie The Hive). This has timetabling implications.	£120
	Precision Teaching in YR (x1 FT TA utilised to deliver x5 10 minute sessions per week all year plus resources to x3 pupils working below age related expectations in reading).	<ul style="list-style-type: none"> • Increased sight vocabulary. • Increased reading confidence. • Improved spelling skills. • Accelerated progress on reading bands. 	Repeat in Y1 with new vocabulary.	£1,710
	Early Number Support in YR (x1 FT TA to deliver x3 15 minute sessions per week for 6 weeks plus resources to x5 pupils working below age related expectations in Maths).	<ul style="list-style-type: none"> • Improved ability to touch count to 10. • Improved parental support. • Greater confidence with maths activities. • Improved independence. 	Increased parental support at home accelerates progress.	£120
Accelerated progress for targeted KS1 pupils eligible for PP in English and mathematics.	Nurture group provision (x1 FT HLTA utilised to deliver daily social and academic Nurture Group support plus resources for a group of x11 KS1 pupils needing additional support to stay on task, manage behaviour, concentrate and develop basic literacy and numeracy skills to promote independence).	<ul style="list-style-type: none"> • Greater independence and learning behaviours. • Accelerated progress in reading, writing and maths. • Improved behaviour, confidence and self-esteem. 	Use of The Hive for NG sessions limits other interventions that can be carried out.	£30,000

	Rapid phonics intervention (X2 TAs utilised to deliver Rapid Phonics programme for two terms for x4 20 minute sessions per week for Y2 pupils who did not meet the expected phonics standard in Y1/Y1 pupils who did not meet expected age related standards in literacy at end of EYFS/KS1 pupils not meeting expected reading standards at termly progress meetings) plus resources and staff	<ul style="list-style-type: none"> Improved attitudes towards reading. Improved confidence with reading materials. Good phonic progress. Improved comprehension skills. Good progress in reading overall. 	Staff training must be refreshed each year to ensure effective delivery of the intervention.	£2,850
	Toe by Toe reading intervention (X1 TA to deliver x2 1:1 15 minute sessions per week for 8 weeks plus resources to x2 Y2 pupils identified as having difficulty with reading (not meeting age related expectations and/or making less than expected progress).	<ul style="list-style-type: none"> Improved attitudes towards reading. Improved confidence with reading materials. Good phonic progress (blending and segmenting). Good progress with HFW recognition. Improved reading skills overall (fluency, comprehension, independence). 	Ongoing monitoring required as intervention not suitable for all.	£120
	Daily reading for targeted pupils (dedicated TA time in each class to teach targeted children reading skills on a 1:1 basis for pupils across school not making expected progress and/or meeting ARE in reading and not being supported with home reading).	<ul style="list-style-type: none"> Increased reading practice. Increased opportunities to practise word blending skills. Improved sight vocabulary. Improved phonics skills. 	Training by Y2 TA required for all TAs to ensure effective teaching of reading and consistency across year groups.	£2,530
	HAPs writing group (HT 1 ½ hour session per week plus resources for x8 Y2 pupils working towards greater depth in writing).	<ul style="list-style-type: none"> Improved spelling skills. Increased sentence complexity. Wider range of genres covered. 	HT involvement heightened the profile of the group.	£0
	Start Write, Write Away (X1 TA to deliver x2 15 minute sessions per week for 8 weeks plus resources for X5 Y1 pupils having difficulties with correct pencil grip and fine motor skills).	<ul style="list-style-type: none"> Improved pencil grip. Marked improvement in % of pre handwriting shapes correctly formed. Improved pencil grip strength. Decrease in pupils' handwriting size. 		£100
Effective support for pupils with social, emotional and behavioural difficulties	Listen, think and do (X1 TA to deliver x2 30 minute sessions per week for 8 weeks plus resources for x6 Y1-2 pupils struggling with auditory memory and processing skills, which is hampering their learning across the	<ul style="list-style-type: none"> Increased ability to follow verbal instructions of more than 2 parts. Ability to follow instructions with minimal pauses and repetition. 	Requires a quiet space for effective delivery with no interruptions.	£220

(ESBD) to allow them and their peers to access the full curriculum, learn effectively and make good progress.	Forest School (x1 HLTA (already costed) and x1 TA to plan and deliver x1 weekly afternoon Forest School session across school plus resources (spring and summer terms).	<ul style="list-style-type: none"> • Increased self-belief. • Raised confidence levels. • Improved learning capacity. • Increased enthusiasm for learning. • Improved communication and problem-solving skills. • Increased emotional well-being 	Use to develop PE skills next year (SSP funding) as PSED education will be developed alongside.	£3,000
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Total expenditure for targeted support £43,120

iii. Other approaches

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<p>Effective support for pupils with social, emotional and behavioural difficulties (ESBD) to allow them and their peers to access the full curriculum, learn effectively and make good progress.</p> <p>Improved attendance and punctuality levels for all pupil groups, including those eligible for PP.</p> <p>Increased frequency of home learning for disadvantaged pupils.</p> <p>Increased frequency of home learning for disadvantaged pupils.</p> <p>Improved parental awareness of age related expectations and increased knowledge of how to support pupils in meeting them.</p>	<ul style="list-style-type: none"> • Full time Children’s Learning Supporter (CLS) plus resources and funding with the remit of removing barriers to learning and ensuring all disadvantaged pupils are ‘ready to learn’. 	<p>Increased ‘readiness to learn’ in terms of:</p> <ul style="list-style-type: none"> • Good punctuality and attendance levels (at least average). • Having correct equipment in school (e.g. PE kits, reading books, home learning, appropriate clothing). • Having good nutrition for health and well-being. • Having appropriate living conditions conducive to health and well-being. • Receiving appropriate warmth, love, safety and stimulation. • Being more supported with home learning/reading. • Being fully toilet trained. • Showing improved behaviour, social skills and ability to form friendships. • Raised self-esteem. • Access to appropriate specialist support. • Improved parental engagement, involvement, expectations, knowledge and skills. • Improved home-school relationships. • Improved transition arrangements. • Improved AB policies, procedures and reporting system. 	CLS continually reflecting on own practice and developing strategies that reflect needs of pupils and their families at any one time.	£38,000
Total expenditure for Other approaches				£38,000
Total expenditure				£86,370

8. Additional detail

- EYFS to Y2 progress has been measured using a baseline of 1, 2 or 3 within the relevant aspect of the EYFSP at the end of Reception and tracked to emerging, expected or exceeding at the end of Y2. This is school level data and does not have linked national data in order to draw comparisons.
- Children in Care have a termly Provision Map approved by the Derbyshire Virtual School which allocates their PEP funding on an individual basis, rather than within this plan. Impact evaluation occurs at termly PEP meetings. The PEP allocated funds have not been incorporated into this plan as it is personal to the child.
- PP funding is allocated to the school budget at four points during the school year.