

Pupil Premium Review of expenditure 2017/ 2018

1. Review of expenditure				
Previous Academic Year	2017/2018			
i. Quality of teaching for all				
Desired outcome	Chosen actions/approaches	Impact	Lessons Learned	Cost
<p>A1. The % of PP pupils working at the expected standard will increase in reading, writing, Maths and R, W & M combined, the gap between disadvantaged and non-disadvantaged is diminished at the end of KS2, and the proportion of PP pupils achieving the higher standard is raised. The main area of focus will be reading as this was the weakest area in 2016-2017. (Linked to SIP Outcomes 1c & 5)</p>	<ul style="list-style-type: none"> Analysis of Y5 tests to identify gaps for underperforming PP pupils and those targeted to make accelerated progress and reach the expected or higher standards. 1:1 support and bespoke curriculum in Autumn term for identified children to fill gaps in reading, writing and maths. Additional teacher in Y6 to reduce class sizes and ensure PP pupils are given additional support. Additional Interventions teacher who will work with targeted, underperforming PP pupils in English and Maths to boost their progress. Additional reading comprehension resources, e.g. Learn Up Inference Intervention materials, and Opening the Door to famous poetry and prose- accessing heritage works, Collins Y6 comprehension resources. Improved monitoring of assessment procedures. Rigorous book scrutiny, particularly of PP pupils targeted for 'exceeding'. 	<ul style="list-style-type: none"> Analysis of tests was effective in identifying individual gaps for all pupils, including PP pupils. These were shared with pupils and bespoke teaching was planned to address and assess these gaps to support pupils meeting national expectations and in making at least expected, if not accelerated, progress from their KS1 data. End of KS2 attainment rose 4% in Reading & 9% in combined attainment. Writing attainment remained the same and Maths dipped by 2%. 9 pupils (5 in Reading & 4 in Maths), including 5 PP pupils, were extremely close to achieving the expected standards; these pupils had made good progress and their test papers and barriers will be analysed to inform next year. The inference, poetry and comprehension resources were successful in supporting 2 groups of pupils make progress. End of KS2 progress showed a more positive picture as scores were well above the floor standards and above the coasting standard. Progress of the low PAG in Reading, Writing and Maths was particularly good and 75% of these pupils were PP pupils. The majority of pupils supported by the additional KS2 CT made accelerated progress due to the smaller class size. However, differentiation was challenging for this group due to the wide differences in levels of ability: pupils with SEN to pupils who were just below the expected standard were in this group. To focus teaching even more rigorously, this range needs to be addressed so that pupils just below the expected standard can be supported to achieve national expectations by the end of KS2. PP Pupils supported by the KS2 interventions teacher and by KS2 CTs in after-school interventions all made good progress, particularly in Writing and Maths. Some pupils underperformed in the Reading test and this will continue to be our focus in the next academic year. 6. Most of our PP pupils were supported in at least 3 interventions, and therefore it is a combination of all of these opportunities that has supported them in making progress. We have data linked to each one showing accelerated pupil progress for the majority of pupils; it is unclear as to which one was most effective due to the fact staff worked closely on agreed gaps. 	<ol style="list-style-type: none"> Attainment in Reading and combined attainment or Reading, Writing & Maths, particularly at the end of KS2- and for PP pupils, still needs to improve. Leaders will look at analysis of tests and barriers PP pupils faced to plan provision that better prepares our next Y6 cohort to achieve expectations at the end of KS2 that are as close to national as possible in 2019. (See SIP for further actions). Analysis of test papers of the 9 pupils, including the 5 PP pupils, who missed out on achieving the expected standard by one or two marks in reading & Maths demonstrated that in Reading, vocabulary and inference were the main issues, and in Maths, measurement, fractions, decimals and percentages, plus over reliance on extended written procedures at the expense of time saving mental methods. In SPaG, combining words, phrases and clauses was an area of weakness and will be focused on in the next academic year. The additional CT in Y6 needs to be sustained to drive standards, particularly in Maths. However, grouping of pupils could make this strategy even more effective. Groupings need to be adjusted for the lower achievers in Y6 to ensure differentiation is easier to manage and more focused teaching can take place. This can be done by having the SEN pupils taught for English and Maths by the same member of staff and the other pupils in differentiated Maths or English groupings. The additional Y6 interventions CT, again, had a significant impact on progress, particularly with PP pupils in Writing. This approach needs to be in place from September to have maximum impact on pupil progress. 	See below for spending breakdown.

		<p>7. KS2 Parent/carer meetings were successful in informing parents/carers about SATs preparation and engaging some them in supporting their child. More workshops are needed in KS2 to further support parents/carers with supporting their child's learning at home.</p> <p>8. Interventions carried out by the HOS succeeded in supporting the majority of the PP pupils to achieve expected results in the end of year test, with all pupils making accelerated progress from their starting points.</p> <p>9. The proportion of disadvantaged pupils achieving the higher standard increased over the year (8% in Reading, 10% in Writing, 2% in Maths & 7% in combined RWM). However, attainment in all areas was below that of non-disadvantaged pupils. Targeted interventions and rigorous monitoring of progress were successful in improving outcomes at the higher standard.</p>	<p>6. For 2 pupils, interventions had been focused on either English or Maths when both were needed. Next year, interventions will be planned even more carefully for pupils who need support in both English and Maths.</p> <p>7. Parent/carer workshops need to be carried out more regularly in KS2 to ensure parents/carers are encouraged and supported to help their child/children with home learning. Continue with KS2 SATs meetings as these helped to engage parents/ carers, as well as sending home personalised pupil targets.</p> <p>8.After school tuition and HOS intervention groups supported pupil progress well and again need to be started as early in the year as possible.</p> <p>9. Strategies employed for raising attainment for PP pupils at the higher standard had impact and need to continue. Grouping for more effective differentiation (as mentioned above) will ensure teaching can be more focused on meeting the needs of high attaining pupils, in addition to targeted interventions and rigorous on-going assessment to identify their gaps and misconceptions.</p>	
<p>A2. Attainment in Reading throughout the school is raised. (Linked to SIP Outcomes 2, 4, 5 & 6)</p>	<ul style="list-style-type: none"> • Review of Guided Reading procedures throughout school • Introduction of Nursery take home reading books- requiring investment in quality texts • Interventions for targeted pupils from EYFS to Y6 • Use of the comprehension resources mentioned above. • English Leader involvement in MLP project /Literacy circle work on Guided reading exemplar, model planning etc. 	<ul style="list-style-type: none"> • End of KS2 showed a 4% improvement in Reading (8% for PP pupils) but attainment was still below national expectation. • At the end of KS1, attainment of PP pupils was above national in Reading. PP Pupils were targeted effectively and percentages of PP pupils at expected levels rose significantly from the start of year: in Reading from 56% to 78%. • The proportion of PP pupils (67%) achieving the ELG in Reading in EYFS was equal to attainment of all pupils • Interventions in all year groups were rigorously monitored by PLs and HOS and good progress was recorded for all year groups, and PP pupils outperformed their peers in YR, Y1, Y2, Y3 & Y4, and were in line with their peers in Y5 & Y6. • The Nursery reading procedures were successful and supported significant progress for PP pupils who had entered with a low baseline. • English Leader disseminated ideas for best practice in Guided Reading following work with Trust schools and involvement in MLP project. A learning walk evidenced good practice in most classes and CTs were supported with ideas for improvement. 	<ul style="list-style-type: none"> • Attainment in Reading at the end of KS2 still needs to improve. Strategies introduced, such as whole class Guided Reading with challenging texts proved successful in supporting pupils' vocabulary acquisition but more needs to be done next year. • Next year we will continue to track and monitor underperforming PP groups target pupils where possible to diminish gaps. • Continue with the successful intervention programmes in KS1 and EYFS as these had significant impact on pupil progress as well as the rigorous monitoring and tracking by PL and HOS. 	<p>See below for spending breakdown.</p>

<p>A.3 The % of PP pupils achieving the expected standard in Phonics is increased and closer to national expectations. (Linked to SIP Outcomes 3)</p>	<p>1.KS1 TA providing phonics interventions for 3 afternoons 2.TA facilitating additional after school phonics support for SEN/ low attaining PP pupils using the Nessy program.</p>	<ul style="list-style-type: none"> The interventions carried out by the TA with specific Phonics expertise were highly successful and resulted in a significant rise (of 12% for 67% to 79%) in our end of year results. All pupils involved made accelerated progress, and PP pupils out-performed all pupils by 2% achieving 81%. The TA was timetabled for 3 afternoons for Phonics interventions: this needs to increase, if funding allows. Nessy programme continues to be successful in supporting PP pupils to make progress with gaps in phonic knowledge. Intervention data shows that 2 out of the 8 PP pupils met the expected standard, and 1 pupil missed it by 1 mark. However, all pupils involved made progress- some from very low starting points- and again this intervention was only one aspect of their phonics provision in school. 	<ul style="list-style-type: none"> The Phonics interventions were highly successful; more time (an additional afternoon) could be funded and timetabled next year to support our pupils in meeting or exceeding national expectations to ensure a secure knowledge to support reading skills. The Nessy phonics program supported the phonics interventions carried out by TAs; this should continue as one of our strategies as some pupils respond well to computer based learning. 	<p>See below for spending breakdown.</p>
<p>A4. Attainment of PP pupils in Years 3, 4 & 5 is raised. (Linked to SIP Outcomes 6)</p>	<ul style="list-style-type: none"> Transition meetings with Year 3 teachers on targeted underperforming PP pupils & PP pupils to be kept on track throughout KS2. Interventions CT to work with PP pupils in Y5. Lesson study opportunities for staff focussing on English and Maths. Maths Leader to move from Y6 and teach in Y5. Team teaching led by Maths and English leaders English & Maths Leaders to promote and monitor the use of non-negotiables Introduce Maths No Problem in Y4 and provide resources and training for teachers involved. 	<ul style="list-style-type: none"> In school data demonstrated that attainment again dipped in Y3 and the proportion of pupils at expected and exceeding levels decreased over the year for PP and non-PP pupils. Pupil progress had been evident in book scrutinies but some pupils had not made sufficient progress to maintain an expected or exceeding end of year levels of attainment in Reading, Writing and Maths. We know staffing levels are lower in LKS2 as classes do not have their own TA and therefore this lessens the time either the CT or TA can spend on interventions or pre/post teaching tasks. Accelerated progress was made for some PP pupils in years 4 & 5 in Reading, Writing and Maths. An additional interventions CT was funded from June 2018 and had some impact on the progress of PP pupils in Y4 & Y5- as seen with school tracking data. This provision needs to continue and start from September if funding available. Transition meetings were held and achievement and next steps for targeted pupils discussed. Provision maps and Pupil progress information is shared and PP pupils continue to be high priority in these discussions. Lesson studies were a highly effective strategy to enhance teaching and facilitate CTs learning from each other's best practice. Feedback from all involved was positive. Maths No Problem was successfully introduced in Y4 and has been effective in improving pupils' reasoning skills. 	<ul style="list-style-type: none"> Pupil progress is a priority in Year 3 and needs to be monitored more rigorously next year to ensure attainment levels from KS1 are maintained and built upon. Additional TA support could be timetabled where possible to facilitate transition to Y3 and additional intervention. More rigorous transition meetings with test analysis information, in addition to the current information, could support CTs in Years 3-5 to focus their teaching on addressing pupils' gaps right from the start of the year. Additional support from an interventions CT could have even more impact on pupils' progress if in place from September. The lesson study approach of reflecting on and improving teaching has proved to be a very effective strategy in improving quality first teaching and will be carried out in all year groups for English and Maths next academic year. Maths No Problem has been seen to be effective up to Y4 and this will be extended to Y5 in 2018-2019. 	<p>See below for spending breakdown.</p>
<p>A5. Attainment of PP boys, particularly in writing, is raised. (Linked to SIP Outcomes 1a)</p>	<ul style="list-style-type: none"> Boys' attainment (specifically attainment of PP boys) in all areas, particularly in writing, will be closely tracked and monitored. 	<ul style="list-style-type: none"> End of year school data showed that gender gaps remain in most year groups-particularly in Writing, but also in Reading and to a lesser extent in Maths. The previous Y6 cohort that had a high proportion of high achieving boys, including PP boys, and did attain well 	<ul style="list-style-type: none"> We have made some progress in engaging the boys more effectively in their learning through Kagan and Growth Mindset approaches. Rigorous tracking of PP boys needs to continue so this informs intervention groups. 	<p>See below for spending breakdown.</p>

	<ul style="list-style-type: none"> Interventions will be put in place for underperforming PP boys. Topics and class texts will be reviewed to ensure boys' interests are being promoted effectively. Pupil voice will be carried out to gather ideas about boys' current interests & views on current topics. Modelled writing –team teaching with subject leaders. Use of Vocabulary Ninja to inspire and develop vocabulary in boy friendly way 		<ul style="list-style-type: none"> A review of strategies to engage boys further and research into effective practice is needed so we can implement any new strategies that have been found to be effective. 	
<p>Pupils' resilience and expectations are raised through work on Growth mindset and Kagan (Linked to SIP Quality of Teaching 1a & 1b)</p>	<ul style="list-style-type: none"> Kagan training was provided for all staff (INSET day 1) Kagan seating plans and appropriate structures to be implemented in all classes. These to be monitored in learning walks and lesson observations. Growth Mindset training from HOS/SLT Growth Mindset lessons and assemblies for pupils and strategies to promote this approach implemented in all classes. 	<ul style="list-style-type: none"> Use of Kagan structures promoted high participation and accountability of pupils and we feel this increased pupils' engagement in their learning will help all pupils, including PP pupils, make better progress. The Growth Mindset approach to learning supported many of the pupils in becoming more resilient, more open to learning from mistakes and challenges and more able to develop a 'can do' attitude to their learning. Questionnaires given to staff and pupils at the beginning and end of the year demonstrated that pupils and staff feel it is a positive strategy and there was a significant improvement in pupils' growth mindsets after a year of this strategy being promoted in school. Growth Mindset lessons were effective and need to be in place in all classes next year. 	<ul style="list-style-type: none"> Kagan seating plans and structures have been highly successful in ensuring pupils' engagement in their learning has improved. This approach needs to become an expectation in Rolls Crescent as it is crucial that we engage all our pupils, and in particular PP pupils. All new staff will be given training and this approach will continue to be monitored in lesson observations. The Growth mindset approach helped to improve pupils' attitudes to learning and needs to be embedded next year. The 6 Growth Mindset lessons for each age group need to be timetabled early in the year to establish this approach. 	See below for spending breakdown

ii. Targeted support

Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>Well-being and pastoral support. Opportunities provided and linked individual targets will effectively support pupils, including PP pupils, with SEMH barriers to learning.</p>	<p>Support for PP pupils with SEMH barriers to learning through:</p> <ul style="list-style-type: none"> Providing additional staffing to support pupils 1-1. Ensuring support is available at key points in the day such as playtimes, lunchtimes and at the end of the day. Funding additional EMAS staff to support PP pupils with language barriers 	<ul style="list-style-type: none"> Additional staffing was successful in supporting more PP pupils with their SEMH needs: ensuring individuals were able to access learning at their pace and attention span whilst giving peers, including PP pupils, greater opportunity to focus on their learning due to less disruption in classes. This is a strategy that needs to be continued, if funding allows, to ensure learning opportunities are maximised. Staffing, organised to support PP pupils at playtimes- by supervising breaks, sometimes at alternative times to peers, has been successful in reducing inappropriate playground issues and has supported pupils' readiness to learn. At lunchtime, Inclusion staff have supervised pupils in the ICT suite, again to reduce incidents in the playground. This provision has also been 	<ul style="list-style-type: none"> Continue with funding additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. Provision of supervision and support at playtimes, lunchtimes and at the end of the school day needs to remain in place. However, the beginning of the day is still a cause for concern: a small minority of pupils, including PP pupils, arrive at school unsettled and disrupt classes, leading to an unsettled start for many pupils. Inclusion staffing needs to be reorganised so they are able to support vulnerable pupils at the start of the day, 	See below for spending breakdown.

	<p>To meet the well-being and pastoral needs of children with challenging behaviour needs we:</p> <ul style="list-style-type: none"> Facilitated structured pastoral programmes in the afternoon Provided 1:1 SEMH interventions for children awaiting an EHCP to prevent exclusion Put in place a comprehensive and well managed system for supporting these children at lunch times, e.g. ICT club. Ensured staffing levels are higher in the playground before school to minimise issues arising and ensure readiness for learning. Supported pupils with SEMH through targeted emotional/mental health interventions, e.g. Lego therapy, restorative strategies, provision of 'worry boxes'. Ensured more staff received Team Teach training to enable them to de-escalate challenging situations more effectively Provided play therapy <p>To ensure staff were supported in meeting vulnerable PP pupils' pastoral/ well-being needs we:</p> <ul style="list-style-type: none"> Organised training from the Inclusion Leader on de-escalation strategies Funded additional time from the Educational Psychology service. Sought advice from Bridgelea on effective strategies to support vulnerable pupils Funded additional time from the school nurse 	<p>successful, and is evidenced with less incidences of inappropriate behaviour recorded in the Playtime Record and on our CPOMS electronic system.</p> <ul style="list-style-type: none"> Additional EMAS staff provided high quality support to new to English pupils, enabling them to settle into school quickly and pick up basic language skills. The additional EYFS TA supported with translation, reading stories in different languages and was invaluable in helping our youngest pupils and their parents/carers with the transition to school, as well as accelerating their acquisition of English. Our EMAS provision changed through the year as one member of the team went on MAT leave and another left Rolls for a new position. A TA was recruited to support in KS1-mornings only. Pastoral programmes/ interventions, e.g. Lego therapy and bespoke structured activities were effective in developing PP pupils' emotional well-being and self-esteem, as were opportunities to reflect on and discuss effective ways of dealing with their emotions. This provision allowed for more settled afternoons both for the pupils involved and peers in classes and also enabled greater access to learning for all pupils. Pupils involved in the programmes were seen to make progress over the year in managing their emotions and this was monitored by Inclusion staff. Some pupils made more progress than others and this may have been partly due to the quality of support they received and the expertise of the staff involved. Team Teach training has been highly effective in supporting staff to deescalate issues arising in classrooms or in the playground. Training has enabled pupils to be effectively restrained where necessary and has increased the safety of others. Most importantly, it has supported staff in how and what to say to vulnerable pupils in crisis and with appropriate body language. Play therapy was a highly successful strategy for some of our most vulnerable PP pupils and supported these pupils with managing their emotions and exploring challenging issues. Pupils' emotional well-being was monitored by the therapist and positive outcomes were evidenced in all cases. Additional support from external agencies, such as Bridgelea and the Educational Psychologist were essential in providing advice and support for some of our most vulnerable pupils, including PP pupils, and particularly those at risk from exclusion. Additional time from the Educational Psychology service and Speech and Language Support enabled EHCP referrals to be processed more quickly and thus speed up the provision required for individual pupils. Unfortunately, our school nurse left at the end of the 	<p>settle them into school and work towards their readiness to learn.</p> <ul style="list-style-type: none"> EMAS staff are an invaluable resource for our many new to English pupils and a provision we need to continue to ensure pupils are settled and able to acquire English at an accelerated rate, therefore supporting them to make good progress from their starting points. Pastoral programmes are essential in supporting our vulnerable PP pupils and need to be continued and developed to support pupils even more effectively. We need to provide further training (in-house from our Inclusion Lead or external CPD) for more of our Inclusion TAs to enable us to improve the quality of our pastoral support. Team Teach training has proven to be highly effective in de-escalating situations in which vulnerable pupils are in crisis or unable to manage their emotions. It is also invaluable training for all staff as strategies for de-escalation are crucial in all classrooms and can support the pastoral needs of all our pupils. This training needs to be extended to more members of staff in the next academic year and be revisited for some staff whose training was 2 years' ago. Play therapy has been very successful in supporting our most vulnerable pupils and we will continue this provision from September and extend provision if possible to support more pupils manage their emotions and issues and increase their readiness to focus on learning. Additional time from external agencies is crucial in enabling the many vulnerable pupils we have in school access the support they need in a more timely manner, therefore supporting their ability to access learning more effectively and much sooner than otherwise would be the case. We have evidence of pupils responding well when appropriate provision is in place and therefore will continue to fund additional support and extend this support if funding is available. We will continue to follow up our time allocation from a school nurse so that our pupils have access to the support they need. 	
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	<ul style="list-style-type: none"> • Provided additional Speech and Language support 	autumn term and a replacement could not be found until the end of the year: this meant that our pupils/families were not able to access medical support directly through school.		
iii. Further targeted support: Attendance / Family Support / Wider opportunities				
Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>Outcome 4: The attendance and punctuality of PP children will increase</p>	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring by attendance officer and contact made with parents/carers of vulnerable pupils, including PP pupils, and collection of children and follow up visits/ meetings by Family Support worker/ PIP Team worker when necessary. • Dedicated time for Family Support Worker to work with families of PP pupils to improve attendance and punctuality. • Weekly, termly and yearly attendance rewards to motivate PP pupils. 	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring had a positive impact on improving the attendance of particular PP pupils: support given to families enabled pupils to access our breakfast club, 'first day' phone calls, visits and meetings, and in special circumstances, collection of pupils, helped parents/carers. Attendance of most targeted PP pupils improved. One Y6 pupil was targeted as we were concerned about the impact this would have on the pupil's end of year attainment but little improvement was made with this particular family. • Incentives motivated the majority of pupils, including PP pupils, to attend more regularly. • End of year data shows that attendance was in line with national at 96% for all pupils and PP pupils. • Persistent absence of all pupils and PP pupils also improved. The proportion of all pupils with persistent absence improved from 16.5% in 2017 to 14% in 2018, and the proportion of PP pupils with persistent absence was lower at 8.8% 	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring and contact with parents/carers has been an effective procedure and needs to be maintained consistently throughout the next academic year. • Incentives and attendance rewards need to continue but with new incentives and rewards to maintain pupils' motivation. • Our strategies are having a significant impact on maintaining good attendance and improving persistent absence and it is vital that we continue to allocate funding for family support and attendance monitoring. 	See below for spending breakdown.
<p>Outcome 5: Families, including those with pupils eligible for PP, are well supported with seeking help they need both from within school and from linked external agencies, and parents/carers are more confident about supporting their children through courses run by the school.</p>	<p>Outcome 5:</p> <ul style="list-style-type: none"> • Support for vulnerable PP families through our Family Support Worker including: parent/carer drop-ins, home visits, meetings and referrals to the Specialist resource Team. • 1:1 support for PP pupils who are in the Looked After Children's service to ensure they continue to access learning full time in school. • Bereavement support for PP pupils and their family. • Courses run in partnership with family learning and further and higher education • Free places at breakfast club for 6 PP pupils to ensure readiness for learning • Trips for parents/carers, organised by the Family Support worker, to widen their experience and provide ideas for 	<p>Outcome 5:</p> <ul style="list-style-type: none"> • Drop-ins, meetings and home visits have been successful in supporting many families with pupils eligible for PP. Parents/carers have been supported in a variety of ways such as advice on completing DVA forms and applications for high school as well as with advice on how to manage their child's behaviour or special/ additional need more effectively. We have seen families supported becoming more confident in managing challenges in their lives and children in school being more settled and, over time, ready to focus on their learning. • Courses provided for parents/carers by Manchester Adult Education Service included a 10 week science course, English and Maths courses and 'Confident parent, confident child'. The Family Support worker delivered courses, using resources from, 'Care from the Family' and covered topics such as: Mental Health and Healthy Eating. Drop-in sessions involved visitors, e.g. Macmillan nurse and teachers to discuss curriculum, and facilitated discussions on transition to high school, cultural concerns following terrorist attacks and social care issues. In addition, a 7 week course for targeted parents/carers, the majority being of PP 	<p>Outcome 5:</p> <ul style="list-style-type: none"> • The Family Support worker role is invaluable in our school due to the impact support, advice, courses and direction to specialist services can have on improving the lives of PP pupils. It is essential that this provision is maintained and developed. • Next year we need to improve attendance of parents/carers, the variety of courses and the range of support we can offer. We can survey their interests/training needs and aim to offer incentives to encourage them to participate in the courses and training we provide, e.g. free books and resources to support their child. • We will continue to provide free breakfasts for vulnerable PP pupils. • The Family Support Worker will continue to source new ideas for trips and information for parents/carers and target more parents/ carers to increase involvement- ideas are to travel further 	See below for spending breakdown.

	<p>wider educational opportunities they can give their children out of school hours, e.g. Whitworth Art Gallery, picnic in the park and the provision of leaflets advertising free or low cost holiday opportunities in the locality (Z-Arts, Alexandra Park) and in the city centre museums and galleries.</p>	<p>pupils, called, 'Time Out for Children with SEND and Additional Needs' was provided. Parents/carers were also referred to Webster Stratton courses via the Early Help Team.</p> <ul style="list-style-type: none"> • All courses were beneficial in supporting and/or educating parents/carers and helping to strengthen home/school links. • All additional support provided by the Family Support worker has improved the lives of many of our vulnerable families: referrals to specialist services, e.g. mentoring support, have provided specific help and advice, and success with DLA applications has impacted on finances and the home lives of pupils/ families. • PP Pupils who were provided with free breakfast benefited from this and were able to settle much better in morning lessons and focus more on their learning. • Feedback was positive from parents and pupils about fun, educational trips they had had as a result of the ideas and opportunities provided by school. 	<p>afield to places easily accessible by public transport.</p>	
<p>Outcome 6: The aspirations and opportunities of families, including those with children eligible for PP, will be increased through wider opportunities provided by the school.</p>	<p>Outcome 6:</p> <ul style="list-style-type: none"> • Subsidised school trips/ visits linked to half termly topics, e.g. Stockley Farm, Roman Chester, Liverpool Slave Trade museum, Styal Mill, Stockport Air Raid shelters and castle visits. Exotic reptiles and theatre companies have been invited into school, as well as visitors such as an Anglo Saxon and the Wordsmith poets-who led the Y5 poetry slam. • Extra-curricular activities, such as: guitar club, code club, steel band, skateboarding, yoga, violin tuition, football, KS2 homework club and science club have been provided. • In-school events, e.g. Magic Science show and Google 3D visualisation. 	<p>Outcome 6:</p> <ul style="list-style-type: none"> • Trips, visits, guest visitors and school events subsidised by school have enabled many PP pupils to access opportunities and experiences that they may otherwise not have had. We feel these opportunities have been invaluable in increasing their knowledge, skills and aspirations. • The range of extra-curricular activities has enabled PP pupils to participate in a wide range of activities which have been successful in widening their experience. • Many of our PP pupils have become skilled musicians and have grown in confidence in performing at our school concerts. A few of our violinists achieved Grade 1. 	<p>Outcome 6:</p> <ul style="list-style-type: none"> • Continue to subsidise a wide range of trips and experiences that will inspire, educate, challenge and interest the pupils and increase their knowledge, skills and aspirations. • Provide a wider range of extra-curricular activities that will continue to broaden our PP pupils' experiences and open their minds to new interests that they may wish to take up. 	<p>See below for spending breakdown for Outcome 6.</p>

2. Additional detail		
PPG Spending Breakdown 2017-2018 (for 219 eligible pupils)	Brief Details	Amount
Outcomes 1 & 2 (Attainment and Progress & Raised standards in Maths and English)		
Teachers	<p>Teaching Staff</p> <ul style="list-style-type: none"> • Additional Y5/6 support teacher to allow for significantly lower class sizes and targeted interventions including eligible pupils. • Additional Y6 intervention teacher to support with underperforming PP pupils. • TA providing after-school Nesy Phonics support. • CTs providing after school 1-1 tuition. • CTs Pupil Progress meetings to discuss PP pupils' achievement. • Investment in Maths No Problem training to raise standards in Maths teaching and learning. • Staff training in core subjects to improve quality first teaching. • Staff training to meet pupils' pastoral needs more effectively so vulnerable pupils are more able to focus on their learning. • Kagan training for teachers and teaching assistants. • Peer support from Maths Leader • Peer support from 2 English Leaders <p>Management staff</p> <ul style="list-style-type: none"> • HOS management of PPG, data analysis, planning support with PLs- 2 hour per week. • Inclusion Manager – intervention planning, supervision and training for intervention staff and reviewing PP pupil outcomes – 6 hrs a week. • HOS Guided Reading Intervention 1 hour per week • HOS Maths Intervention 1.5 hour per week • Phase Leaders release time for leading lesson study to enhance teaching and learning across the school <p>Other</p> <ul style="list-style-type: none"> • Funding for EY2P consultant to support with provision and raising standards • Additional spending on the EYFS outdoor provision to improve outdoor learning opportunities 	£153,259
Outcomes 3 & 4 (Well-being and pastoral support)		
Additional Education Support Staff	<ul style="list-style-type: none"> • EMAS team • Additional EAL support TA in EYFS • 4 Additional 1-1 Inclusion TAs (one as deputy safeguarding lead) 	£63,052
Additional SEND support for PP pupils	<ul style="list-style-type: none"> • Additional Educational Psychologist support • Additional time from the school nurse • Additional Speech and Language support 	£16,968

	<ul style="list-style-type: none"> • Team Teach Training • Bridgelea Pupil Referral Unit support • Play Therapy • Funding for 1 PP pupil for drama therapy 	
Outcomes 4 & 5 (Attendance, family Support and access to wider opportunities)		
Family and Pupil Support Team & Attendance officer and Admin staff supporting with attendance.	<ul style="list-style-type: none"> • Family Support worker • Attendance officer • Parents in Partnership (PIP) team 	£32,972
	<ul style="list-style-type: none"> • Parental Engagement Network meetings to support family support worker in engaging parents and providing courses and information • Care for the Family course for Family Support worker 	£751
	<ul style="list-style-type: none"> • Breakfast Club Payment for 7 vulnerable PP pupils 	£1,365
	<ul style="list-style-type: none"> • Attendance Reward Scheme and cinema night incentives to motivate PP pupils. 	£350
	<ul style="list-style-type: none"> • Incentives/ awards to recognise achievement and good citizenship and badges for roles and responsibilities, school council, librarian, environmental, star of the week stickers, headteacher awards, gold star awards 	£600
Outcome 6		
	<ul style="list-style-type: none"> • Residential Trip Subsidies 	£3,348
	<ul style="list-style-type: none"> • Class Trip subsidies 	£4,340
	<ul style="list-style-type: none"> • Theatre visits and Theatre company productions in school 	£2,300
	<ul style="list-style-type: none"> • Additional extra-curricular Music Tuition in Steel band, guitar, African drumming and violin 	£9,000
	<ul style="list-style-type: none"> • Weekly children's newspapers from First News Ltd 	£274
	<ul style="list-style-type: none"> • Subsidised study guides • Xmas present and World Book Day Books 	£900
Total (£289, 686 PP Grant)		£289, 686