



a CARING school

Olney Middle School

Pupil Premium Strategy

Academic Year 2018-2019

Pupil Premium Strategy Statement – Olney Middle School 2018-19

1. Summary information					
School	Olney Middle School				
Academic Year	2017-18	Total PP budget	TBC	Date of most recent PP Review	October 2017
Total number of pupils	415	Number of pupils eligible for PP	38	Date for next internal review of this strategy	

2. Current attainment – End of Key Stage 2 results 2017-18				
	National	Whole cohort	Pupil Premium	Non Pupil Premium
% achieving Expected Standard+ in Reading, Writing and Maths	64	71	40	75
Reading, Maths Average Scaled Score (out of 120)	104.7	104.8	100	105.4
% achieving Expected Standard+ in Reading	75	83	60	86
% achieving Higher Standard in Reading		36	30	37
Reading Average Scaled Score (out of 120)	105	106	101.2	106.5
% achieving Expected Standard+ in Maths	75	73	50	76
% achieving Higher Standard in Maths		27	20	27
Maths Average Scaled Score (out of 120)	104.4	104	98.8	104.3
% achieving Expected Standard+ in Writing	78	89	70	92
% achieving Higher Standard in Writing		30	10	32
Writing Average Scaled Score (out of 120)	101.6	105	101.4	105.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Maths achievement: at the end of Key Stage 2, 50% of all PP children achieved age related expectation (compared to 76% non-PP).
B.	A lack of effective and accurate use of written language resulted in 40% of PP children achieving the expected standard (compared to 81% non-PP) and 20% achieving the higher standard (compared to 29% non-PP) in GPVS in the 2018 SATs. Spelling is a particular area for development. The percentage of children reaching the expected standard or higher in Writing at the end of Key Stage 2 was 22% lower for PP than their non-PP peers. Whilst this is derived from a much smaller group, it does suggest that there must be a focus on the written word of our registered Pupil Premium children.

C.	Poor emotional resilience, self-regulation skills and limited aspiration impact on some pupils' ability to play/work collaboratively and to accept a degree of challenge in their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Y6 Pupil Premium absence was 8% (national 5%), of which 20% was persistent absenteeism 12% national), compared with 4%/5% non-PP within school respectively. This had an impact on Pupil Premium end of KS2 data. Some is due to health at home and some due to mental health (anxiety).
E.	Finances to fund school trips (ensuring children are receiving same experiences as their cohort) and resource these children in the same way as their peers (with clothing and equipment for lessons) are limited compared to the affluence of the area.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attendance of all Pupil Premium registered pupils improves from academic year 2017-18 (absence decreases from 8% and persistent absence falls from 20%)	90% of Pupil Premium registered children have attendance of 95% or more Where a child's attendance begins to drop, liaison with the family is initiated and continued until attendance improves Attendance policy is followed where attendance does not improve
B.	Diminish the difference in Mathematical attainment across the school, particularly in reasoning, through accelerated progress in Maths	Mathematical fluency improves across the school, as shown by termly Arithmetic tests Y6 SATs show that 80% of Pupil Premium registered pupils achieve expectation or higher Gap in percentage of children achieving expected standard at end of KS2 to close from 26% Gap in percentage of children achieving above national expectation at end of KS2 to close from 7% Y3-5 termly testing shows improvement in reasoning scores from Autumn 2018 – Summer 2019
C.	Diminish the difference in written attainment across the school, particularly in spelling, through accelerated progress in Writing and SPAG	Gap in percentage of children achieving expected standard at end of KS2 to close from 22% Gap in percentage of children achieving above national expectation at end of KS2 to close from 22% Y3-5 termly testing shows improvement in SPAG scores, particularly spelling, from Autumn 2018 – Summer 2019 Teacher Assessed Writing to show at least expected progress for all Pupil Premium pupils
D.	Children are ready and equipped to learn	100% of Pupil Premium registered children wear a full school uniform 100% of Pupil Premium registered children wear a school PE kit 100% of Pupil Premium registered children are resourced fully for every lesson 100% of Pupil Premium registered children are able to access educational visits

5. Planned expenditure

Academic year

2018-2019

The following section separates expenditure into Quality of teaching for all, Targeted support and Other approaches. We will use this as a way to focus this year's spend to target improvements across the four key areas as defined above.

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 leads/ involved	When will you review implementation?
A Attendance of all Pupil Premium registered pupils improves from academic year 2017-18 (absence decreases from 8% and persistent absence falls from 20%)	Children aware of how to stay healthy and taught the importance of school for later life – encourage aspiration Teachers aware of class attendance and attendance officer to work with Learning Mentor, Class Teachers and Headteacher to follow the attendance policy	The DfE 'Improving attendance in school' (2012) states that one of the most effective ways to improve attainment is to improve attendance and that behaviour is also positively impacted where attendance is good. As stated in an NFER report, 'Raising Attendance' in March 2000, a tight attendance policy and structure was found to be very effective. Early intervention and liaison with parents was also found to be influential. In this, attendance audits were found to be 'very successful' thus a daily record outside of the classroom on the wall and a class report every half term would ensure teachers were chasing attendance too and alerting the attendance officer to any concerns early on. Additionally, the DfE document (2012), 'Improving attendance in School', states that a headteacher sees 'attendance as one of their most important responsibilities and, to improve it, they are prepared to spend both time and money.'	Year group team meeting agenda item SLT agenda item Attendance figures half-termly as standard Attendance concerns discussed at Progress Review meetings with Assistant Head of Data to ensure triangulation between areas	Attendance officer Supported by Learning Mentor PP Lead Headteacher	February 2019

<p>B Diminish the difference in Mathematical attainment across the school, particularly in reasoning, through accelerated progress in Maths</p>	<p>School have begun teaching from a Mastery scheme introduced in September 2018. This enables children to learn in specific small steps alongside concrete, pictorial and abstract resources, with the aim of deepening their understanding and improving their reasoning.</p> <p>In specific year groups, we are capitalising on the first 15minutes during registration, capturing children with a morning activity focused on mathematical fluency (in Autumn) and developing into reasoning throughout the year.</p>	<p>The National Curriculum states that children should 'become fluent in the fundamentals of mathematics', reason mathematically, and solve problems, to provide a foundation for understanding the world. We believe that through in-school training and development on the mastery approach, our use of Quality First Teaching (QFT) strategies in Maths will become even stronger, and learning walks/observations will allow us opportunities to see and share good practice. Both will ensure we are constantly developing our best practice to support our children in the most suitable way to make an impact on their attainment and progress.</p> <p>Data from internal testing highlights areas where cohorts need to focus their teaching to fill gaps, and will be particularly focused on for the children registered for the Pupil Premium – this should inform morning activity work as the first 15 minutes of each day can be capitalised on.</p>	<p>CPD for staff run by Maths lead and deputy maths lead</p> <p>Learning walks will be carried out to ensure best practice is shared</p> <p>Lesson observations will focus on QFT strategies and specific questioning/assistance given to those children on the Pupil Premium register.</p> <p>Book/Planning looks will allow the Pupil Premium Lead to monitor whether the planning, data and books work together to improve each child's attainment and progress.</p>	<p>Maths Lead PP Lead</p>	<p>Termly reviews</p>
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<p>C Diminish the difference in written attainment across the school, particularly in spelling, through accelerated progress in Writing and SPAG</p>	<p>Introduction of a new spelling initiative, focusing on the sounds, as it was noted by staff in Writing Moderations that scores in spelling tests were high but not transferred to written work.</p> <p>Thematic curriculum – Inset on linking each topic with Writing and Reading to ensure a more immersive experience for the children.</p> <p>SPAG taught specifically across school as well as in Writing lessons. Year 6 coverage of SPAG curriculum in Autumn and revisit in Writing lessons and in the Spring/Summer terms where weaker areas are identified.</p> <p>Embed ‘Vocabulary Ninja’ to Constantly introduce children to new vocabulary, paying particular attention in class to the PP children and ensuring they have full understanding.</p>	<p>The English lead, prior to September, met with staff and discussed the barriers to children achieving their potential in Writing. Teachers expressed concerns that children were scoring confidently in Spelling Tests however were not retaining this knowledge and transferring it to their written work. The English lead then introduced a new spelling programme, focused on children using their phonetic knowledge to spell. In English lessons, teachers are to mark spellings based on the phoneme for that week and previous phonemes that have been taught.</p> <p>In 2013, in a document entitled ‘The Pupil Premium’, Ofsted stated that good schools were ‘concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum’ and that the most successful spending afforded Pupil Premium children the opportunity to broaden their experiences. This is our focus as we begin to embed our newly planned thematic curriculum: the core areas of literacy and numeracy are being developed through exciting thematic teaching involving new literature, educational visits and practical activities, alongside parental involvement during every topic.</p>	<p>The English lead will review the impact of the spelling initiative and adapt if necessary. Further CPD will be provided where appropriate.</p> <p>A senior teacher will constantly review the topic planning to ensure that learning is dynamic and varied; subject leads to review planning to look for links to their subject within lessons, particularly the Maths and English lead; Pupil Premium lead to review English, Maths and Topic planning to ensure specific reference to PP children and the QFT that will support them in lessons.</p> <p>The English lead will monitor the use of Vocabulary Ninja through learning walks, planning and books, and feedback findings to PP/SEND/MA leads within school.</p>	<p>English Lead PP Lead Senior Teacher All Teachers</p>	<p>Termly reviews</p>
Total budgeted cost					TBC
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 leads/involved	When will you review implementation?

<p>A Attendance of all Pupil Premium registered pupils improves from academic year 2017-18 (absence decreases from 8% and persistent absence falls from 20%)</p>	<p>Teachers/Learning Mentor/Parents liaise to identify areas of need to improve attendance</p>	<p>The DfE 'Improving attendance in school' document (2012), reports that talking about improving attendance has a positive impact, thus working with parents to encourage this, rather than discussing negative attendance initially, will have greater impact on the attendance of a child.</p>	<p>Record keeping of discussions, meetings and decisions made, for children whose attendance drops below 90%.</p>	<p>Attendance officer Supported by Learning Mentor PP Lead Headteacher</p>	<p>February 2019</p>
<p>B Diminish the difference in Mathematical attainment across the school, particularly in reasoning, through accelerated progress in Maths</p>	<p>Teachers run interventions after Maths lessons in the morning, with a focus on catch-up or extension of the more-able. This occurs 4 mornings per week in each year group. Teachers are focused on ensuring that the needs of the PP children are paramount and the children are included in the interventions if necessary.</p> <p>Intervention groups, set from data and run by teaching assistants (where appropriate and applicable) to improve specific areas.</p> <p>Following the successful implementation of a times tables computer program in school, we will introduce a program to support the home learning and practise of maths in all areas.</p>	<p>The Ofsted document 'The Pupil Premium' (2013) makes clear that teaching assistants have the greatest impact on attainment and progress when placed working with children on specific areas indicated by data (in order to catch up).</p> <p>A Times Table program, purchased for all children in school, has 73% of Pupil Premium children regularly logging on to practise their tables, of which 85% have made on average 5+seconds progress in answering tables questions (Oct 2018). The engagement, and therefore success, with this program both in and out of school is such that a secondary program to focus on further areas of the maths curriculum will almost certainly improve the attainment in mathematical fluency and reasoning.</p>	<p>Interventions after Maths lessons are recorded as such in the children's books.</p> <p>Interventions, run on a group basis and informed by data, are tracked on a single document with entry and exit data as evidence of impact.</p> <p>The Times Table program that we use allows us to monitor when children are logging on and what their speed for each question is, allowing us to constantly monitor the attainment and progress of children. We are hopeful that the next program we purchase will enable us to do the same thing but with the maths curriculum as a whole.</p>	<p>Maths Lead Pupil Premium Lead Teachers Teaching Assistants</p>	<p>Termly</p>

<p>C Diminish the difference in written attainment across the school, particularly in spelling, through accelerated progress in Writing and SPAG</p>	<p>Spelling groups where required dependent on patterns noticed within year groups</p> <p>New Spelling initiative being trialled in Year 6 focusing on sounds but with games and interactivity (computer linked)</p> <p>SPAG groups – following termly internal assessments, focusing on areas that have been taught but where test results have shown a weaker understanding.</p>	<p>We have identified, from the recent KS2 assessment data and internal assessments that Spelling is an area for development, alongside a requirement for greater understanding of the SPAG curriculum. Where children are finding spelling difficult, they will have an intervention to focus on key spelling patterns or specific words, depending on each child. In Year 6, we will trial a program (particularly focusing on the impact on the Pupil Premium children) with the aim of improving engagement with spelling and increasing practise. Where SPAG is a focus, interventions will be determined by data and will be extremely focused to improve these areas.</p>	<p>Teachers to monitor spelling and SPAG within lessons and use assessment data to inform groups. Pupil Premium Lead to review these groups and ensure entry/exit data for each to gauge progress. PP lead to also oversee the implementation of new initiative/program in Y6 to assess impact, considering the next academic year.</p>	<p>Teachers PP Lead</p>	<p>Termly</p>
<p>D Children are ready and equipped to learn</p>	<p>Children without full uniform (daily or PE) are identified by class teachers and uniforms ordered for them.</p> <p>Children without pencil cases encompassing the required equipment are provided one from the office (from the PP budget) to ensure they are ready to access their learning.</p>	<p>We wish to ensure that all children are equal in clothing and equipment, meaning they are ready to learn every day. As explained in the EEF (Educational Endowment Fund), whilst uniform is not likely to improve learning on its own, it can be influential on the development of a school ethos, good behaviour and discipline, which together can impact on learning.</p>	<p>Children in all classes have the equipment to learn each day and are wearing full school uniform, including school PE kit on PE days.</p>	<p>Teachers Learning Mentor PP Lead</p>	<p>Termly</p>
Total budgeted cost					<p>TBC</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A Attendance of all Pupil Premium registered pupils improves from academic year 2017-18 (absence decreases from 8% and persistent absence falls from 20%)</p>	<p>Ascertain reasons from child, through calm discussion, why attendance is low</p> <p>Follow the attendance policy strictly</p>	<p>Class teachers and the Learning Mentor will spend time with the child to deduce and reduce barriers for particular children in coming to school. Children will focus on the positives of school. The DfE document, 'Improving attendance in school' (2012), reports that where intervention has been put in place and has not been effective, 'schools need to have effective sanctions' that they enforce. This is supported by previous research in the NFER report,</p>	<p>Record keeping of meetings, phonecalls and a detailed log of attendance (alongside patterns identified) will ensure a comprehensive overview of a specific child's attendance (where it is a concern) and will allow the official channels to be followed.</p>	<p>Class Teacher/Learning Mentor Attendance lead Headteacher</p>	<p>February 2019</p>

		'Raising Attendance' (2000), that found a tight attendance policy and structure was very effective.			
B Diminish the difference in Mathematical attainment across the school, particularly in reasoning, through accelerated progress in Maths	Provide suitable equipment to be able to access the learning or learning platforms.	Children may not have access to the computer at home so arrangements will be made for those children to access web-based learning platforms, as the current learning platform we have is popular.	Teachers to monitor use of the learning platform and if a child is not accessing it, follow this up so that it can be ascertained whether the child has access and discuss with parents how to assist this.	Pupil Premium Lead	January 2019
D Children are ready and equipped to learn	Where a parent of a child on the Pupil Premium register contacts the school regarding difficulty paying for an educational visit, the school will offer help to set up a payment plan and, where required, will support them with funding from the PP budget.	As the percentage of Pupil Premium registered children is less than 10% of our entire cohort, the non-attendance of these children on a trip is visibly more clear. Also, trips are planned to add extra learning opportunities that play to the strengths of different learning styles – it is vital that our PP children are not excluded from these opportunities due to finances.	Teachers to monitor payments and slips received by children on the Pupil Premium Register, and where children are not returning these, teachers will contact parents to liaise with them and offer assistance.	Teachers	Termly tracking of what assistance and to whom
Total budgeted cost					TBC

6. Review of expenditure 2017-18

Initiative	Objectives	Target Group	Staff Accountability	Expected impact	Estimated Cost	Evaluated impact (July 2018)
Learning Mentor - meet and greet	To improve attendance of Pupil Premium children. To support families with low attendance/ difficulties in coming into school.	Children with historically low attendance	Learning Mentor Class Teachers PP Lead	Improved attendance for Pupil Premium pupils overall Improved attendance for specific children.	£12,958	
Learning Mentor – social and interactive development	To aid academic progress by ensuring social barriers are reduced.	Children identified by the Boxall Profile Children with numerous incidents during social periods of the day	Learning Mentor Class Teachers	Reduced negative incidents on the playground that the Learning Mentor resolves. Happier children that are ready to learn. Improvements in Boxall Profile scores where appropriate.	See above	Moving forward, behaviour incidents will be recorded so that analysis of number of incidents can be reported on for precision. For 2017-18, anecdotally teachers reported that the work carried out by the Learning Mentor assisted their children in interacting within the classroom and accessing the curriculum. Anecdotally, children who worked with the Learning Mentor reported that they felt she had helped them.
Learning Mentor – Counselling Skills	To support the emotional well-being of the children.	Children identified by class teacher/parental phone calls	Learning Mentor Class Teachers	Development of strong relationship between Learning Mentor and pupils. Children can state how to manage their emotions. Improvements in Boxall Profile scores where appropriate.	See above	Teachers and children reported that working with the Learning Mentor helped manage emotions. The Boxall Profile was not used to its full extent and will not be renewed next year.
Well-being assessment tool (The Boxall Profile)	To assess a child's emotional/social barrier	Individual children with social incidents or presenting anxieties/ emotional distress as identified by the class teacher	PP Lead Year Group Leads Class Teachers	Academic progress is made as analysis of any social/emotional barriers suggests ways to reduce these	£870	This assessment tool was used by a handful of teachers to assess the social/emotional barriers for particular children in school, some of which were shared with parents and recompleted. The steps put in place to support these children were successful but as a tool we will not be continuing to use it.
Extra-Curricular funding	To aid PP attendance at extended school provision, including day trips, residential experiences, music lessons and extra-curricular clubs.	Individual children following requests	PP Lead School Business Manager Head Teacher Class Teachers	100% of pupils attend an extra-curricular activity from start til finish at least once in a year 90% of pupils attend residential trips 100% of pupils attend whole school trips (Christmas theatre)	£2,400	Teachers fully supported this as we are aware of the social barrier this can create for our children. All children attended the trips in their year group (if they wished) and all children attended the whole school trip to the Christmas pantomime. Next year, more funding will be made available for trips as there is a planned curriculum change, consequently there is a greater

						number of trips planned on a voluntary contribution basis.
Family Extra-Curricular funding	To allow structured creative family development.	All families invited however class teachers build relationships with families to understand which families to notify and encourage to attend	Class Teachers PP Lead	Families feel valued and supported by the school Parent View shows expressions of value and consideration from parents/carers	£270	This funding supported attendance of PP families to Family Pottery run by an outside specialist. It is hoped that more extra-curricular family opportunities will be available next year.
Adult learning	To enable parents/carers to be fully engaged in their child's education. The courses offer an education to up-skill parents/carers and improve their confidence in the curriculum, to support their child's learning.	All families invited however class teachers build relationships with families to understand which families to notify and encourage to attend	Class Teacher PP Lead	Families feel more confident to support their child at home Parent View shows parents/carers have attended and appreciate the opportunity Course feedback forms are largely positive	£900	Parents engaged by SENDCo, PP Lead and class teachers – some attendance but not as high attendance as desired. It is hoped that the positive testimonies given by parents who attended this year will influence attendance next year.
Adult Learning	To enable parents/carers to attend adult learning. Childcare provided free of charge to parents/carers.	All families invited however class teachers build relationships with families to understand if a lack of childcare will prevent attendance and assist accordingly	Class Teachers PP Lead ABS Leader	Encouraged parents/carers attend adult learning PP parents/carers attendance is tracked with a view to improving this throughout the year	£470	No parents required childcare during these adult learning sessions.
Wrap-around care funding including before/after school and holiday clubs	To enable children to access activities they otherwise would not be able to. To support families at home.	Individual children following requests	PP Lead School Business Manager Year Group Leads	Children are settled in class Parents/carers express feelings of support via Parent View	£1,368	This was successful in supporting families with pick-up and time to build other relationships for the children involved. This will continue in 2018-19 as we are supporting families by doing this.
School uniform funding	To ensure uniformity and anonymity.	Individual children without school jumper/PE kit	PP Lead Class Teachers School Business Manager	All children attend school in uniform All children have appropriate PE kit for the weather and activity	£1,300	£30.85 spent on uniform. PP lead to ensure this is a priority for children on PP register in 2018-19 – some children still not in school uniform PE kit so need to be provided with it next year if not there after the first half term.
School equipment funding	To provide equipment and resources to help support learning.	Individual children without the essential equipment to learn	PP Lead School Business Manager Class Teachers	All children are prepared for learning with the correct stationery Children with specific equipment needs have these supplied and can access learning	£150	£25 recorded spend but more covered and not recorded. Better record keeping required next year – teachers to have access to spreadsheet to record spends from PP budget.
Core subject intervention across the school	To provide specific intervention in English and Maths.	Small, specific groups of children with similar need	Class Teachers Year Group Leads	Attainment for PP pupils in the core subjects improves The difference is diminished between PP pupils and their peers (where appropriate)	£8,550	Teacher led interventions were 80% successful. Y6 SATs – 75% improved standardised score in GPVS, 67% in

						Reading and 75% in Maths (it must be recognised that this represents only 10% of the 2017-18 Y6 cohort).
Small TA led intervention groups	To narrow the gap between PP children and their peers in the core subjects	Small, specific groups of children with similar need	Year Group Leads Class Teachers Teaching Assistants	Attainment for PP pupils in the core subjects improves The difference is diminished between PP pupils and their peers (where appropriate)	£2,888	Teaching Assistant led interventions were 76.5% successful. Y6 SATs – 75% improved standardised score in GPVS, 67% in Reading and 75% in Maths (it must be recognised that this represents only 10% of the 2017-18 Y6 cohort).
Additional Maths skills group in Year 6	To provide differentiated and suitably targeted intervention.	Groups of reduced sizes with similar ability	Year Group Lead Class Teachers Teaching Assistant	Gaps in mathematical knowledge are filled Attainment and progress in Maths improves Difference is diminished between PP pupils and their peers (where appropriate)	£7,068	75% improved maths scores (PP) – data skewed by anomaly due to low attendance.
Peer Reading	To encourage positive relationships across year groups. To enable daily reading. To encourage questioning and reasoning skills.	Up to 6 children per class	Year Group Leads Class Teachers	Reading attainment for PP Pupils improves The difference between PP Pupils and their peers shows signs of diminishing	£540	Children have reported that they enjoyed being able to read with older peers and teachers stated that they enjoyed reading more after this intervention began. They also said that children were better at answering questions about a text.
Pupil Premium specific Parents' Evenings	To enable detailed discussions regarding progress and barriers to learning. To share the Pupil Support Plan (PSP).	Children on the Pupil Premium register	PP Lead Inclusion Team Class Teachers	Parents/carers know the reason for the evening Parents/carers can state their child's targets Parents/carers can state how the school is helping their child	£4,725	Summer Parents' Evening, over 90% of PP parents attended parents' evening following phonecalls from the Learning Mentor to ensure engagement and communication all round.
Pupil Premium specific Parents' Evenings	To support parents in fully engaging with Parents' Evenings. (childcare provided by the school for children and siblings, free of charge)	All families invited however class teachers build relationships with families to understand if a lack of childcare will prevent attendance and assist accordingly	PP Lead Head Teacher ABS Leader	Encouraged parents/carers attend adult learning PP parents/carers attendance is tracked with a view to improving this throughout the year	£188	No families required childcare during this time.
Staff CPD	To further raise awareness of Pupil Premium children within the school. To discuss and develop good practice. To share current thinking regarding PP spending.	Initially Class Teachers Messages passed to Teaching Assistants via Year Group Leads	PP Lead Inclusion Team Class Teachers	Staff know who our PP children are Staff are aware of resources available to support the children Staff ensure impact of interventions is recorded	£10,753	Staff were fully aware of which children were on the register in their class and PSPs were completed. The impact of interventions will be more closely tracked and monitored in 2018-19 and accountability held by Year Group leaders and Pupil Premium Lead.
Encouraging sign-ups for Free School	To further raise awareness of Pupil Premium funding.	Parents of children currently on the register All parents to discover those not signed up	PP Lead Class Teachers Kitchen Manager Learning Mentor	Pupil Premium information from feeder schools is accurate (avoiding families who do not apply as FSM at KS1)	£462	Some of the kitchen staff and the Learning Mentor were able to assist parents in signing up for the premium and parents who were unsure of why

Meals/Pupil Premium Funding	To continue to develop relationships with parents.	Parents of children at the feeder infant schools		Potential increase in numbers of children on PP register in Lower Key Stage 2		their child is on the register had this explained to them at Parents' Evening.
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