

Expenditure Summary	Expenditure (£)	Reason	Expected Impact	Impact
Additional teaching assistant support. Increase in the TAs/ Senior EYFS Staff available to support targeted learning needs of pupils.	£78,000	<ul style="list-style-type: none"> <li>• Focused planned literacy and numeracy interventions.</li> <li>• Intervention programmes e.g. Better Reading and FFT</li> <li>• High Level of personalised learning within quality first teaching</li> </ul>	Accelerated rate of progress evidenced through reading, spelling and maths ages and Best-Fit Judgements.	The gap in progress that PP children make has reduced since September 2015 in reading (-0.62 step progress in Feb 2016 to -0.49 step progress in July ) and Maths (+2.86 step progress in July) , with PP children in maths nearly always making more progress than the NPP children. However, the gap in attainment has not closed significantly at this point.
Towards the cost of before and after-school provision <input type="checkbox"/>	£6000	<ul style="list-style-type: none"> <li>• To provide high quality before and after school clubs to support physical, personal and social development. All pupils have access to before school provision.</li> <li>• Pupils with specific need, eg complications in home circumstances, funded to attend Breakfast Club</li> <li>• To improve punctuality</li> </ul>	<p>Reduced number of lates recorded in class registers.</p> <p>Raise pupils' readiness to learn through calm start to the school day.</p>	<p>Funded children: 5 Partially funded: 53 Total number of children: 195</p> <p>% late (PP Children) has reduced from 34.7% to 24.8% over the year</p>
Booster Groups in upper Key Stage 2 Year 6 <input type="checkbox"/>	£7000	<ul style="list-style-type: none"> <li>• To give the individual support needed to attain end of Key Stage 2 targets</li> <li>• Pupil confidence increases</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make better than the expected rate of progress from their starting points</li> </ul>	The gap in progress that PP children make has reduced since September 2015 in reading (-0.62 step progress in Feb 2016 to -0.49 step progress in July ) and Maths (+2.86 step progress in July) , with PP

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Additional teacher support <input type="checkbox"/>	£56,000	<ul style="list-style-type: none"> <li>To give the individual support needed to ensure good levels of attainment across school, eg SENCO providing interventions, non-teaching deputy for Inclusion and Safeguarding providing interventions, teacher providing PPA cover with specialist MFL teaching</li> </ul>	<ul style="list-style-type: none"> <li>Progress and attainment are above national expectations for our Pupil Premium group.</li> </ul>	The gap in progress that PP children make has reduced since September 2015 in reading (-0.62 step progress in Feb 2016 to -0.49 step progress in July ) and Maths (+2.86 step progress in July) , with PP children in maths nearly always making more progress than the NPP children. However, the gap in attainment has not closed significantly at this point.																
Contribution towards the cost of the Attendance Admin support <input type="checkbox"/>	£7000	<ul style="list-style-type: none"> <li>To monitor attendance and provide support to improve attendance.</li> <li>To provide support for children and their families when required</li> <li>To meet families social and emotional needs Parents and children feel supported in times of crisis or unrest</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at least in line with Doncaster and national average</li> <li>Reduced lateness</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.01</td> <td>95.35</td> <td>95.79</td> </tr> <tr> <td>NPP</td> <td>95.89</td> <td>96.32</td> <td>95.27</td> </tr> <tr> <td>Difference</td> <td>-0.88</td> <td>-0.97</td> <td>+0.52</td> </tr> </tbody> </table> <p>% late (PP Children) has reduced from 34.7% to 24.8% over the year</p>		Autumn	Spring	Summer	PP	95.01	95.35	95.79	NPP	95.89	96.32	95.27	Difference	-0.88	-0.97	+0.52
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		<ul style="list-style-type: none"> <li>Children have a designated point of contact in school as well as their teacher</li> </ul>		
<p>Contribution towards the cost of school special curricular events. □</p>	£2200	<ul style="list-style-type: none"> <li>Children have access to a wide and varied range of experiences which are necessary for learning</li> <li>activities which broaden their life experiences and knowledge and understanding of the world their knowledge and views of the world and develop as well rounded adults.</li> <li>To meet the social, emotional, moral and spiritual needs of children</li> <li>To meet the social, emotional, moral and spiritual needs of children</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of visits and visitors carried out across school.</li> <li>Children can you their experiences as a starting point for learning</li> <li>Broad PSHE and SMSC Curriculum for all children</li> </ul>	<p>All children have accessed theatre productions, dance teachers, circus skills, afternoon tea, residential and visits.</p> <p>The 52% of PP (12 children) and 54.5% (12 children)NPP children attending residential visits.</p> <p>The gap between % of PP and NPP children attending after-school clubs had reduced from -10.3% to +1.9%. There are now more PP children attending after-school clubs.</p>
Speech and language training and resources	£2000	<ul style="list-style-type: none"> <li>To improve the speech and language skills of our children, but particularly EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>Improved speech and language which will then impact on reading and writing</li> </ul>	<p>Whole school training has been attended and strategies put in place to support children across school.</p> <p>Intervention in place in EYFS for speech and language and referrals made as necessary.</p>

				EYFS staff have attended ELKAN training and implementing these strategies in EYFS.
Assertive mentoring meetings/ improved pupil feedback	£6000	<ul style="list-style-type: none"> <li>Children are better able to approach challenge in their learning.</li> <li>Feedback on behaviours for learning to develop a positive mind set.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback will impact on the progress of Pupil Premium pupils.</li> </ul>	100% of PP parents attended parent consultations in the spring term compared to -16.1% compared to NPP Parents in the Autumn Term.
Thrive intervention and resources	£2000	<ul style="list-style-type: none"> <li>To develop the social and emotional skills of identified children.</li> </ul>	<ul style="list-style-type: none"> <li>Improved THRIVE scores so children are more prepared for learning</li> </ul>	100% of children following the THRIVE programme improved their score and therefore their emotional health and well-being.
Aiming Higher	£7000	<ul style="list-style-type: none"> <li>Partnership with York St John's University, involving Y6 and additional KS2 pupils undertaking activities to raise self-esteem and aspiration around higher education.</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of chances and opportunities available in life. Raising achievement.</li> </ul>	<p>All the children involved said they would like to come to university in the future <i>"To get my dream job"</i>.</p> <p>All parents involved felt more confident in supporting their children in the future and especially if they want to go onto further and higher education. <i>"Yes, I know more about university and how to go down that route if my son did chose to go to uni"</i>.</p> <p>Three mums made additional comments about how their children had benefitted from the project, <i>"University was never something we talked about, but now my son is determined to go"</i>, <i>"My son is not very confident and I have seen that during this project his confidence has grown"</i>, <i>"I believe it has made my son think about what he is doing at school and what he wants to do in the future"</i>.</p>

Family Support Worker	£16000	<ul style="list-style-type: none"> <li>To monitor and support parents with attendance, punctuality, parenting, behaviour barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>To ensure parents can support their children's learning</li> <li>To ensure children are ready/ prepared to learn</li> </ul>	<p>Supporting 20 children and their families with Early Help.</p> <p>Running HUB club, playground leaders, Buddies to ensure children are ready to learn.</p> <p>Supporting 15 children on the Thrive programme.</p>
Behaviour Support	£10,000	<ul style="list-style-type: none"> <li>To reduce distractions in learning class</li> <li>To ensure children are ready/ prepared to learn</li> </ul>	<ul style="list-style-type: none"> <li>Children achieve their potential academically and socially</li> </ul>	<p>Behaviour incidents logged on CPOMS reduced from being +10% (December 2015) for PP children to +7% (July 2016) for PP children.</p> <p>Successful managed move of a PP child.</p> <p>1:1 support of a PP child with extreme behaviour.</p>
Eco-Warriors	£5000	<ul style="list-style-type: none"> <li>To provide alternative learning opportunities for children at risk of underachievement, low self-esteem, behavioural and social and emotional challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Improved pupil engagement</li> <li>Stage and Woodland area/ Quad enhanced for this purpose.</li> </ul>	<p>PP pupils regularly used this area for 1:1 learning and behaviour support. This improved pupil engagement significantly and disruption to the learning of others.</p>
HUB	£5,000	<ul style="list-style-type: none"> <li>To provide additional social, emotional and behavioural support to address pupil needs</li> <li>To improve behaviour, confidence and self-esteem of targeted children which will</li> </ul>	<ul style="list-style-type: none"> <li>Greater engagement in lessons</li> <li>Children ready/ prepared to learn</li> <li>Families able to support pupils learning</li> </ul>	<p>All KS2 classes participated in Therapeutic Circle Time.</p> <p>Weekly Coffee Morning which discussed issues such as Children's University, Oral hygiene, e-safety, School nurse and healthy eating.</p> <p>Family Learning run for numeracy and IT.</p>

		<p>then impact on all areas of learning</p> <ul style="list-style-type: none"> <li>• To improve pupil achievement for those at risk of underachievement.</li> <li>• To create an improved learning environment to facilitate this provision.</li> <li>• To provide whole staff training on Behaviour expectations</li> </ul>		Quote from coffee morning: "We like....to be able to talk to someone when we need help"																
Attendance Rewards	£500	<ul style="list-style-type: none"> <li>• To raise awareness of the benefits of good levels of attendance and reward children for good attendance and punctuality.</li> <li>• Children experience positive experiences linking them to their good attendance.</li> <li>• Children develop good routines which promote good attitudes towards work later in life.</li> </ul>	<ul style="list-style-type: none"> <li>• Families supported to improve their attendance.</li> <li>• Attendance at least in line with Doncaster and national average</li> <li>• Reduced lateness</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.01</td> <td>95.35</td> <td>95.79</td> </tr> <tr> <td>NPP</td> <td>95.89</td> <td>96.32</td> <td>95.27</td> </tr> <tr> <td>Difference</td> <td>-0.88</td> <td>-0.97</td> <td>+0.52</td> </tr> </tbody> </table> <p>% late (PP Children) has reduced from 34.7% to 24.8% over the year</p>		Autumn	Spring	Summer	PP	95.01	95.35	95.79	NPP	95.89	96.32	95.27	Difference	-0.88	-0.97	+0.52
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