



**DISADVANTAGE PREMIUM  
REVIEW OF SPEND  
2017/2018**

**1. Review of expenditure**

Previous Academic Year

**2017/2018**

**Disadvantaged pupils' communication, reading and writing skills will improve so that a similar proportion of disadvantaged pupils and non-disadvantaged pupils achieve GLD on leaving F2.**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The proportion of cohort achieving a GLD is broadly in line with national.	Additional TA in F2	<ul style="list-style-type: none"> <li>• The gap from baseline to end of the year narrowed from 14% to 7%</li> </ul>	<ul style="list-style-type: none"> <li>➤ No additional member of staff for 2018/2019.</li> <li>➤ EYFS does have 4 x Level 3 TAs</li> </ul>	22348.00
A similar proportion of disadvantaged pupils as non-disadvantaged achieve GLD.	Free book bag for PP chn.	<ul style="list-style-type: none"> <li>• 15 new book bags were issued throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to offer this initiative.</li> </ul>	10375.00
	PP chn are heard to read more often than non-PP.	<ul style="list-style-type: none"> <li>• The gap from baseline to end of the year narrowed from 14% to 7%</li> <li>• A greater amount of PP children achieved ARE in writing at the end of the year                             <ul style="list-style-type: none"> <li>○ Disadvantaged 65%</li> <li>○ Other 63%</li> </ul> </li> <li>• Attainment gap diminished.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue.</li> </ul>	

Disadvantaged children with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress.				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education.	Full time school based counsellor	<ul style="list-style-type: none"> <li>49 children accessed counselling sessions over the year.</li> <li>713 Go2Jo sessions were offered in the last academic year via children self-referring.</li> <li>These figures include pre and post counselling assessments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ There is still a need for our school based counselling service.</li> <li>➤ Pastoral Team to share responsibility for Time2Talk sessions on a Thursday.</li> </ul>	32566.00
	3 x Safeguarding Officers	<ul style="list-style-type: none"> <li>Over 2000 concerns logged last academic year.</li> <li>Several referrals to social care or outside agencies</li> <li>Pastoral care provided for families in trauma or dealing with significant complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with provision.</li> </ul>	95360.00
	2 x Behaviour Mentors	<ul style="list-style-type: none"> <li>9 Fixed term exclusions <b>(down 17)</b></li> <li>304 handling incidents <b>(down 264)</b></li> <li>398 non-handling incidents <b>(down 125)</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Behaviour Mentors role to continue.</li> <li>➤ Develop an intervention programme that supports children pre-behaviour crisis.</li> </ul>	57242.00
	Forest School Programme	<ul style="list-style-type: none"> <li>All children who accessed Forest School were eligible for Pupil Premium.</li> <li>12 children from Y3 + 1 Y2 for 2.5 terms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with Forest School provision.</li> <li>➤ Focus on Additional Needs Class (24 children).</li> <li>➤ Roll out to other vulnerable groups.</li> </ul>	700.00

	Curriculum Enrichment Activities	<ul style="list-style-type: none"> <li>Pupil Voice surveys indicated that children enjoyed the Curriculum Enrichment events they took part in and data shows that writing has improved as a direct result of “real life experiences” in KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to allocate budget for Curriculum Enrichment experiences.</li> <li>Create a “Good Trip Guide” via Evolve to evaluate effectiveness and value for money.</li> <li>Gather evidence of impact of wider curriculum enrichment through pupil voice.</li> <li>Collate this evidence via Learning Experience Books, which each class will produce.</li> </ul>	25000.00																				
All pupils are making progress in reading, writing and maths	Additional Needs Classes. 7 x TAs	<table border="1"> <thead> <tr> <th></th> <th>No</th> <th>&lt;</th> <th>=</th> <th>&gt;+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>25%</td> <td>6%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>30%</td> <td>0%</td> <td>37%</td> <td>33%</td> </tr> <tr> <td>M</td> <td>22%</td> <td>4%</td> <td>43%</td> <td>30%</td> </tr> </tbody> </table>		No	<	=	>+	R	25%	6%	39%	30%	W	30%	0%	37%	33%	M	22%	4%	43%	30%	<ul style="list-style-type: none"> <li>There is still a need for the Additional Needs Class provision, however, this should be changed to follow a model similar to the mainstream model.</li> <li>Appointment of new SENCO who will teach 1 day per week in this provision to oversee the shift.</li> </ul>	156435.00
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Results in PASS questionnaire will show an improvement from September to July.	PASS Questionnaires in September and July	<ul style="list-style-type: none"> <li>Over 40 children took part in the PASS questionnaire from KS2.</li> <li>Results highlighted common areas that needed addressing.</li> <li>Results showed a positive impact from September to July.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use the PASS questionnaire this year.</li> <li>Develop to include KS1 children using the PASS 1 questionnaire.</li> <li>Train other staff in the use of the tool.</li> </ul>	500.00																				

**Improve grammar and spelling so that attainment in writing for disadvantaged children increases by the end of KS2.**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>% of DP children achieving EXS in writing at the of KS2 increases from 57% to closer to national percentages.</p>	<p>Additional teacher in Year 6 (3 days per week)</p>	<ul style="list-style-type: none"> <li>• 67% of disadvantaged children achieved the expected standard in writing (national average was 66%)</li> <li>• 4% of disadvantaged children achieved the higher standard in writing (national average was 10%)</li> <li>• 71% of disadvantaged children achieved the expected standard in grammar (national average was 66%)</li> <li>• 18% of disadvantaged children achieved the higher standard in grammar (national average was 21%)</li> </ul>	<ul style="list-style-type: none"> <li>➤ This approach had a positive impact on pupil progress.</li> <li>➤ The flexible model was adapted to suit the individual needs of the children or cohort.</li> <li>➤ Due to staffing restrictions this model will not be continued in 2018/2019 but both Year 6 classes with have a L3+ Teaching and Learning TA.</li> </ul>	<p>25797.00</p>
<p>% of DP children achieving EXS in GPS Test increases from 57% to closer to national percentages.</p>				

Attendance of disadvantaged children will improve so it is closer to the national level of 96%				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance of disadvantaged children will improve from 93.7%	3 x Walking Bus to target poor attenders 6 x staff	<ul style="list-style-type: none"> <li>Over 40 families targeted for Walking Bus with positive attendance gains on all.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with provision</li> </ul>	26994.00
	Free places for PP children at Breakfast Club	<ul style="list-style-type: none"> <li>Breakfast club is over-subscribed.</li> <li>Described by Ofsted as “standing room only” (Sept 2017)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with provision</li> </ul>	7800.00 13497.00
	Full time attendance officer	<ul style="list-style-type: none"> <li>Attendance of PP children stayed the same at 93.7%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance officer resigned in May 2017.</li> <li>➤ Admin staff and SBM to amalgamate the role alongside Transform Trust Attendance Officer.</li> </ul>	26201.00
	Family Support Worker. (0.5 attendance support)	<ul style="list-style-type: none"> <li>Several priority families supported with things like benefit and health care applications, debt problems, housing applications.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue with provision.</li> </ul>	13100.00
	External consultant to support attendance officer.	<ul style="list-style-type: none"> <li>External support assisted with Home Visits and legal aspect of FPN etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ As above. Transform Trust to support.</li> </ul>	5500.00

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

TOTAL SPEND ON PP INTERVENTIONS	426324.00
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TOTAL PP INCOME	397743.00
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TOTAL ADDITIONAL SPEND BY SCHOOL	25581.00
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