

# Pupil Premium Strategy Statement & Evaluation 2017-2018

1. Summary information					
School	Sandy Lane Primary School				
Academic Year	2017/18	Total PP budget	£117076.00	Date of most recent PP Review	September 2018
Total number of pupils	298	Number of pupils eligible for PP	81	Date for next internal review of this strategy	New strategy September 2018

Attainment to Summer 2 (2017-2018)																		
T = target O = outcome	Pupil eligible for PP						Pupils not eligible for PP						Difference for PP PUPILS					
	Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths	
	T	O	T	O	T	O	T	O	T	O	T	O	T	O	T	O	T	O
Year 1 (11)	73%	64%	54%	45%	55%	55%	76%	73%	57%	64%	75%	73%	-3%	-9%	-3%	-28%	-20%	-18%
Year 2 (10)	72%	64%	73%	82%	73%	73%	76%	82%	71%	76%	71%	79%	-1%	-18%	2%	6%	2%	6%
Year 3 (16)	73%	69%	60%	44%	64%	50%	88%	88%	84%	73%	81%	83%	-15%	-19%	-24%	-29%	-17%	-23%
Year 4 (7)	86%	86%	57%	43%	71%	71%	83%	83%	76%	72%	71%	71%	-3%	-3%	-19%	-29%	0%	0%
Year 5 (18)	82%	67%	76%	50%	76%	78%	93%	48%	85%	50%	76%	78%	6%	19%	-9%	0%	0%	0%
Year 6 (17)	58%	47%	47%	47%	55%	47%	88%	72%	88%	88%	84%	72%	-30%	-25%	-41%	-15%	-29%	-25%
Average outcomes Y1-5		70%		53%		65%		75%		67%		77%	AV diff	-6%		-14%		-7%
Outcomes Y6 PP		47%		47%		47%		72%		88%		72%	Av diff	-25%		-15%		-25%

## Targeted Outcomes for 2017-2018

1. For 2017- 2018 to reduce historical underachievement from this group school outcome\* against targets is a combined difference of no more than -5% for Reading, Writing and Maths. \*Y1-Y5
2. For 2017- 2018 school leaders aim to reduce the Y6 pupil premium difference for Reading and Writing to -20% and -15% in Maths. (National benchmark 2017 R=80% W= 81% M= 80)

## Outcomes for 2017-2018

1. School data indicates that on Average Years 1-5 came close to reducing the gap between Reading and Maths to the target of -5% (reducing to -6% & -7% respectively) School data indicates that the gap between PP & NPP Writing is reducing, but at a slower rate. This will continue to be a target for 2018-2019.
2. The Y6 gap between PP & NPP has remained stubbornly high. School data coming through suggests that this will not be the case for the current 2018-2019 Y6 cohort, but clearly additional provision needs to be put in place to eradicate this attainment gap.
3. End of Key Stage 2 data indicates that 40% of PP pupils achieved Reading Writing & Maths at expected standards against a 2017 national of 48%- outcomes for this group are 8% below the 48% 2017 R/W/M but must be seen in context with barriers for attainment seen below and the fact that 37% of Y6 PP children school were being tracked and supported because they were persistent absentees. 27.9% higher than the school average of 9.6%

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	The attainment of PP pupils in both Year 2 and 6 has dramatically fallen in all subject areas for that of the previous year.
<b>B.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This has meant a downward trend in phonics results at the end of Year 1.
<b>C.</b>	PP pupils moving into Year 6 are performing well below that of our non PP pupils and progress is below expected standard.  <b>8 of the pupil premium children currently in Year 6 did not start their schooling at Sandy Lane Primary School</b>  <b>(8 out of 16 have started school in year 5 or year 6)</b> <b>(4 out of the 16 started at some point in in Year 6)</b>
<b>External barriers</b>	
<b>D.</b>	Low aspirations of a small group of PP pupils.
<b>E.</b>	Attendance of a small group of pupils.

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress across school for all pupils eligible for PP to ensure their attainment is in line with 'other' pupils.	Pupils eligible for PP make attainment in line with 'other' pupils identified across school in Maths, Reading and Writing. Measured by teacher assessments and successful moderation practices that are established across school.
<b>B.</b>	For a small group of PP pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.	An increase in PP pupils' resilience and social and emotional development with ensure they make more progress in school bringing their attainment in line with that of 'other' pupils. Each child within a nurture group is expected to benefit by making at <b>least 4 points progress</b> across Reading, Writing and Maths by the end of July 2018
<b>C.</b>	Ensure that parents of PP pupils have the tools they need to support their children at home. Engage with 100% of PP parents to assess what they perceive the barriers to learning for their children.	Parents of pupils receiving PP funding will show higher level of engagement with school. PP parents will have more confidence in their ability to support their children at home. Parents to be able to provide higher levels of support to their children at home. PP pupils will have the resources they need to fully engage with homework activities set to support them in their learning at home. 75 % of PP parents to respond that they felt more confident to help their children at home.
<b>E.</b>	Attendance of a small group of pupils.	Reduce the number of persistent absentees among pupils eligible for PP bring it in line with 'other' pupils. Persistent absence for PP children is targeted to reduce from 15.9% in 2016-2017 to nearer the school average of 10.9% or lower. (NA = 15.6%).

## 6. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Outcomes	Evaluation and next steps	Staff lead	Review Date																																													
<p>Pupils who are eligible for PP will make accelerated progress which will ensure their attainment is in line with their peers in English. Cost of training</p> <p>Cost of additional leader Approx. £6K</p> <p>Cost of training and supply £2K</p> <p>£8,000</p>	<ul style="list-style-type: none"> <li>To embed the Read 2 Write approach to English across school.</li> <li>Procure a leader of Read 2 Write from Steeton Primary School to ensure high quality and rigorous training program for all staff.</li> <li>Program of staff training to follow on from Jan 17-July 17 first phase.</li> <li>All new teaching staff and support staff have renewed first phase training by end December 2017</li> <li>New entrants to school have training on induction.</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">PP Children outcomes end 2018</th> </tr> <tr> <th></th> <th>T</th> <th>R</th> <th>T</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>Y 1 (11)</td> <td>73%</td> <td>64%</td> <td>54%</td> <td>45%</td> </tr> <tr> <td>Y2 (10)</td> <td>72%</td> <td>64%</td> <td>73%</td> <td>82%</td> </tr> <tr> <td>Y3 (16)</td> <td>73%</td> <td>69%</td> <td>60%</td> <td>44%</td> </tr> <tr> <td>Y4 (7)</td> <td>86%</td> <td>86%</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Y5 (18)</td> <td>82%</td> <td>67%</td> <td>76%</td> <td>50%</td> </tr> <tr> <td>Y6 (15)</td> <td>58%</td> <td>47%</td> <td>47%</td> <td>47%</td> </tr> <tr> <td>VA</td> <td></td> <td>4.17</td> <td></td> <td>4.2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>For PP to achieve at least the above Reading and Writing targets.</li> <li>For Year 6 pupils to improve against national outcomes for PP children in Reading &amp; Writing over 2017/2018</li> <li>National benchmark 2017 R=80% W= 81% M= 80</li> </ul>	PP Children outcomes end 2018						T	R	T	W	Y 1 (11)	73%	64%	54%	45%	Y2 (10)	72%	64%	73%	82%	Y3 (16)	73%	69%	60%	44%	Y4 (7)	86%	86%	57%	43%	Y5 (18)	82%	67%	76%	50%	Y6 (15)	58%	47%	47%	47%	VA		4.17		4.2	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>The Gap between Pupil premium and non-pupil premium children closed throughout the year across the school in both reading and writing for current pupils. The gap closed further in reading at -6% attainment gap than writing at -14%</li> <li>Boosting intervention introduced in Y2 during afternoon improved outcomes throughout the year for pupil premium children (9% secure at spring 1 to 64% secure at summer 2)</li> <li>All new staff in 2017-2018 were trained upon induction and throughout the year on new English processes.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Funding will be used to provide boosting for both Reading &amp; Writing in KS1 &amp; KS2</li> <li>Make reading material across school fit for purpose and attractive to all children</li> <li>Provide staff to ensure that Priority readers e.g pupil premium &amp; LAC &amp; SEN children will be heard read at least twice every week.</li> <li>Pupil premium children will continue to have targets set for both reading and writing across school- funds will be allocated to provide extra</li> </ul>	<p>Head teacher DP- Sandy Lane LJ- Sandy Lane</p>	<p>July 18</p>
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<p>Pupils who are eligible for PP will make accelerated progress which will ensure their attainment is in line with their peers in Maths.</p> <p><a href="#">Maths Consultant - £7000</a></p>	<ul style="list-style-type: none"> <li>To embed the use of Inspire Maths from Yr 1-4, to raise expectation and ability for pupils to reach ARE.</li> <li>We want to invest some of the PP in long term changes in the teaching and approach to maths which will help all pupils across school. Program of staff training to follow on from Jan 17-july 17 first phase.</li> <li>All new September 2017 teaching staff and support staff have renewed first phase training by <b>end December 2017</b></li> <li>New entrants to school have training on induction.</li> <li>Staff meeting training to improve subject knowledge and skills in approaching problem solving and reasoning within the maths curriculum.</li> <li>All teaching staff to have worked with Primary</li> </ul>	<table border="1"> <thead> <tr> <th colspan="5">Maths PP end 2018</th> </tr> <tr> <th></th> <th>EYF S</th> <th>KS1</th> <th>Target</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td><b>Y1 (11)</b></td> <td>60%</td> <td></td> <td><b>55%</b></td> <td><b>55%</b></td> </tr> <tr> <td><b>Y2 (10)</b></td> <td>75%</td> <td></td> <td><b>73%</b></td> <td><b>73%</b></td> </tr> <tr> <td><b>Y3 (16)</b></td> <td>44%</td> <td>64%</td> <td><b>64%</b></td> <td><b>50%</b></td> </tr> <tr> <td><b>Y 4 (7)</b></td> <td>67%</td> <td>88%</td> <td><b>71%</b></td> <td><b>71%</b></td> </tr> <tr> <td><b>Y5 (18)</b></td> <td>36%</td> <td>75%</td> <td><b>76%</b></td> <td><b>78%</b></td> </tr> <tr> <td><b>Y6 (15)</b></td> <td>50%*</td> <td>75%*</td> <td><b>55%</b></td> <td><b>47%</b></td> </tr> <tr> <td><b>Whole School progress Average</b></td> <td></td> <td></td> <td></td> <td><b>4.41</b></td> </tr> </tbody> </table>	Maths PP end 2018						EYF S	KS1	Target	Outcome	<b>Y1 (11)</b>	60%		<b>55%</b>	<b>55%</b>	<b>Y2 (10)</b>	75%		<b>73%</b>	<b>73%</b>	<b>Y3 (16)</b>	44%	64%	<b>64%</b>	<b>50%</b>	<b>Y 4 (7)</b>	67%	88%	<b>71%</b>	<b>71%</b>	<b>Y5 (18)</b>	36%	75%	<b>76%</b>	<b>78%</b>	<b>Y6 (15)</b>	50%*	75%*	<b>55%</b>	<b>47%</b>	<b>Whole School progress Average</b>				<b>4.41</b>	<p><b>July 2018 Maths Evaluation</b></p> <ul style="list-style-type: none"> <li>The gap between current PP and NPP pupils has closed to just above school's target at -7% for Year 1-5.</li> <li>Boosting for Year 2 PP pupils improved PP children's in year position from 18% secure at the end of Spring 2 to 73% secure at the end of Summer 2</li> <li>Boosting for Year 6 PP pupils improved PP children's in year position from 0% secure at the end of Spring 2 to 47% secure at the end of Summer 2</li> <li>Across school PP children made good progress achieving 4.41 progress over the year above the school progress of 4.30.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li><b>PP funding will continue to be used for boosting sessions in Year 2 &amp; Year 6</b></li> <li><b>PP funding will continue to fund schools purchase of Inspire maths scheme and further fund the extension of that scheme into year 5</b></li> </ul>	MH – AHT SD – Maths Consultant	July18
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<p>Improve attainment in Reading Across all year groups</p> <p>Resources &amp; Support by CB - £6000</p>	<ul style="list-style-type: none"> <li>• To purchase the Ruth Miskin Read Write Inc. program across EYFS &amp; KS1</li> <li>• To train staff you use Read Write Inc. to improve the delivery of phonic, handwriting and reading strategies in school.</li> <li>• CB provides training for all EYFS staff and Y1 staff in Read Write Inc. process</li> <li>• Working in partnership with Steeton Primary school through a school to school support program to ensure high quality and rigorous training program for staff and English Leaders of the Read Write Inc. program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Y1 phonics score for all children at national averages (81%)</b> □ <b>Y1 pupil premium phonics score also at national averages. (81%)</b> □ <b>All staff trained in Read Write Inc. in EYFS &amp; KS1 by January 2018</b> □ <b>Staff in Year 3/4 to receive Read Write Inc. training in Spring term 2018</b></li> <li>• <b>PP children to receive targeted one to one reading support which is to be logged in new Reading recording system. Each PP child to be heard read twice per week.</b></li> <li>• <b>PP Reading to improve on outcomes for end 2017 at KS2 in July 2018</b></li> </ul>	<p><b>July 2018 evaluation:</b></p> <ul style="list-style-type: none"> <li>• Phonics provision now running as per the Ruth Miskin program</li> <li>• Outcomes in year 1 were not as high as hoped at 68% lower than Y1 national - as a result further training and resourcing will be necessary.</li> <li>• Pupil premium Y6 children outcomes for this group have remained the same from 2017 to 2018 47%</li> <li>• Outcomes for Year 2 children who were retaking their phonics check were excellent at 100%</li> <li>• Each pupil premium child has become a priority reader across school and has been heard to read twice per week. This has been monitored by DHT</li> <li>• Progress for current pupil premium children was 4.17 above that of the whole school by 0.6</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>Purchase SLE time (£100 per session) to consolidate training and ensure consistency of approach from all practitioners who teach phonics in school.</b></li> <li>• <b>PP funding will continue to be used for boosting sessions in Year 2 &amp; Year 6</b></li> <li>• <b>Use the positive experience from partner school Steeton Primary School and purchase the corresponding Ruth Miskin phonics practice books so that outcomes for Y1 children can be further increased. £4K</b></li> <li>• <b>Improve parental engagement with phonics teaching through the use of the phonics home readers and in school training.</b></li> </ul>		
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ii. Targeted support

Desired outcome	Chosen action / approach	Outcomes	Evaluation and next steps	Staff lead	Review Date
<p>Pupils who are eligible for PP will make progress in line with their peers in English and Maths.</p> <p><b>PP pupils will attend additional intervention and targeted groups work through quality first teaching and additional HLTA and LSA support.</b>  <a href="#">HLTA FT – UKS2</a>                      £25,528  <a href="#">HLTA PT – KS1</a>                      £12,724                      Additional LSA support across all phases - £6000</p>	<ul style="list-style-type: none"> <li>Small group support to be provided across all year groups through the use of HLTAs and additional LSA support.</li> <li>Data and monitoring shows that these pupils make most progress when working in class with small group targeted support.</li> <li>By December 2018 all LSA &amp; HLTA will have received Training in schools altered curriculum provision in:                             <ul style="list-style-type: none"> <li>Phonics</li> <li>Inspire Maths</li> </ul> </li> </ul>	<p>All PP children are placed on an intervention map unless Phase leader and SENCO decide support not required.</p>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>2017-2018 data indicates that current pupils made more in year progress than their peers across the school in Reading Writing &amp; Maths.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li><b>School will continue to fund HLTA &amp; LSA support to provide quality in class support for our pupil premium pupils and to provide additional interventions so that they continue to make good progress across school.</b></li> </ul>		<p>July 2018</p>
<p>Improve oral language skills across all year groups and improve attainment in reading.</p> <p><a href="#">Training of 20;20 reading</a> - £1000  <a href="#">Additional LSA support across all phases</a> - £1968</p>	<ul style="list-style-type: none"> <li>By December 2018 identified support staff to be trained externally to use 20/20 reading support program.</li> <li>After each half termly pupil progress meeting, all intervention maps will be checked on a half</li> </ul>	<ul style="list-style-type: none"> <li>Provision maps to clearly allocate class support to ensure time is provided for 1:1 reading at least once weekly.</li> <li>PP pupils start to access 20/20 support program after December 2017.</li> </ul>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>20:20 training took place in September 2017 and pupil premium children accessed 20:20 provision from December 2018.</li> <li></li> </ul>		

iii. Other approaches

Desired outcome	Chosen action/approach	Summer 1			
<p>Increased attendance across school &amp; PP children  <a href="#">Inclusion Leader - £24263.00</a></p>	<ul style="list-style-type: none"> <li>Inclusion Leader appointed to liaise with PP pupils and family to increase attendance.</li> <li>Thorough briefing of Inclusion Leader about existing absence issues.</li> <li>Education Welfare Officer, Head, Deputy etc. will collaborate to ensure new provision and standard school processes work smoothly together.</li> <li>Inclusion leader will identify and work with pupil premium children and their families with issues preventing regular attendance and any persistent lateness.</li> </ul>	<ul style="list-style-type: none"> <li>PP children will achieve increased attainment and progress measures due to improved attendance.</li> <li>PP figures for attendance will be the same as non-pupil premium attendance</li> <li>School absence =4.1%</li> <li>PP absence =5.1% ( reduce to school absence)</li> </ul>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>As of 1/5/18 PP absence reduced to 4.54. a reduction of 0.47 since February.</li> <li>Pupil Premium persistent absence in Y6 was particularly high at 37% of the group far more than the schools 9.6%</li> <li>Inclusion leader sent a lot of time working with this group. Without such support this figure would have been much higher.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li><b>PP funding will be allocated to Inclusion Leader who continues to play a pivotal role in liaison for PP pupils and their parents.</b></li> <li><b>PP funding will be used to fund the CPOMs system which has proved invaluable in tracking behaviour and welfare of pupil premium children across school.</b></li> </ul>	<p>Inclusion Leader Deputy Head</p>	<p>July 18</p>
<p>For PP pupils with social and emotional needs to be able to form successful friendships and raise self-esteem.  <a href="#">Nurture support - £11,131</a></p>	<ul style="list-style-type: none"> <li>4 Targeted social intervention groups to run for each Key Stage to improve social and communication skills thus lifting self-esteem for targeted pupils.</li> <li>Identify this group of pupils through half termly pupil progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>These pupils will continue to be highlighted in pupil progress meetings.</li> <li>Each child within a nurture group is expected to benefit by making at <b>least 4 points progress</b> across Reading, Writing and Maths by the end of July 2018</li> </ul>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>Pupils who attended nurture groups improved their progress by <b>4.5, 4.3, &amp; 5.8</b> points for Reading, Writing &amp; maths respectively. A combine progress measure <b>above whole school expectations</b></li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li><b>Pupil premium children will be identified for extended schools provision both at Sandy Lane and Steeton for Forest school and Team building activities.</b></li> </ul>	<p>Deputy Head Inclusion Leader SENCO</p>	<p>July 18</p>



	<p>as needing extra support in this area. They are all low attaining pupils who are struggling to keep up the increasing demands as they move higher up the school.</p>		<ul style="list-style-type: none"> <li>• <b>PP funding will be put towards the cost of transportation of these pupils to experiential activities and visits.</b></li> </ul>		
<p>To support parents of PP pupils to ensure they have the tools they need to support their children at home.</p> <p>To raise aspirations of a small group of PP pupils.</p> <p>£11032.00</p>	<ul style="list-style-type: none"> <li>• Data has shown that pupils from most vulnerable families do not get the support they need from home.</li> <li>• Relationships with parents from these families are quite often poor and parents lack confidence in attending whole school parents meetings that offer support with English and Maths strategies that are used in school.</li> <li>• Parent Involvement Worker to deliver a PP parent workshop to improve home school communication for our most vulnerable children and provide parents with the tools they need to support their children at home effectively and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of PP parents will have been contacted about barriers to home working and the types of support that this group needs.</li> </ul>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>• Letter to PP parents sent out to invite to workshops at later stages in the term- still too early to gauge if parents wish to come to workshops.</li> <li>• Pupils receive support pack for summer work.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• <b>Embed the idea of school support for parents to help children with their work and provide opportunities to learn outside the curriculum.</b></li> <li>• <b>Parents and children to use opportunity of away days in school transport to share experiences together</b></li> </ul>	<p>Inclusion Leader Deputy Head</p>	<p>July 18</p>

<p>To improve social and emotional development of a small group of PP pupils.</p> <p>To raise aspirations of a small group of PP pupils.</p> <p>£6,000</p>	<ul style="list-style-type: none"> <li>PP pupils often lack wider experiences and therefore the enrichment of the curriculum for these pupils is crucial.</li> <li>To provide first hand learning experiences to give socially disadvantaged pupils a broader range of real life experiences and raise aspirations by sharing the opportunities that are available in their local and wider communities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide creative curriculum grant to each phase to provide curriculum enrichment.</li> <li>Ensure that no pupil misses out on a trip or visit by ensuring a meeting is arranged with any parent who has not signed the permission slip.</li> <li>School expects to pay for pupil premium trips for curriculum enrichment for 81.00 pupils and sets aside a sum of money to ensure that they do not feel disadvantaged or uncomfortable due to financial constraints.</li> </ul>	<p><b>July 2018 evaluation</b></p> <ul style="list-style-type: none"> <li>Curriculum grants used to enrich curriculum See CC Displays /books</li> <li>Creative Curriculum has further developed over 2017-2018 to include the Big Idea</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li><b>School recognises the importance that the wider curriculum has for children who through economic disadvantage do not share the same life experiences as their peers.</b></li> <li><b>School will use PP funding to help provide the life experiences that these children can miss out on both in school and out of school time.</b></li> <li><b>Transport for out of term time educational visits.</b></li> </ul>	<p>Deputy Head Inclusion Leader SENCO</p>	<p>July 18</p>
<p>To provide uniform assistance for all pupils who are awarded pupil premium</p> <p>£2430</p>	<ul style="list-style-type: none"> <li>Ensure children take pride in their appearance and to raise self-esteem</li> <li>All families to be given a uniform voucher that can be used to order school uniform through the school office.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children and their families take up the uniform voucher and have spent it on the uniform at the assigned suppliers</li> <li>SBM to check that all vouchers are spent by end of December 2017.</li> </ul>	<p><b>July 2018 - evaluation</b></p> <ul style="list-style-type: none"> <li>Voucher uptake at 100%</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li><b>Continue to fund voucher at current rate.</b></li> </ul>	<p>Deputy Head Inclusion Leader SENCO</p>	<p>July 2018</p>
<b>Total budgeted cost</b>					<b>£54856.00</b>
<b>Total PP Budget</b>					<b>£117,076.00</b>

