



<b>A.</b>	Good Progress - Children with additional needs have the right support in place. This will be co-ordinated by the SENCo for SEND and the Psychotherapist for EBD. For the class teachers and TAs to work closely to ensure they are meeting the needs of the pupils. To work with outside agencies and parents and carers.	Children make at least expected progress. Children are targeted that are able to make accelerated progress to close gaps. Support is given to families to work with children at home. Additional opportunities in place to provide extra for these pupils, for example early morning catch up in Year 6, after school phonic group in Year 1. Teachers and TAs are developed by the SENCo to take ownership of the interventions that are delivered.
<b>B.</b>	Good Progress to narrow the gap in attainment and to improve outcomes.	Progress and attainment closely monitored for vulnerable pupils and monitoring shows that the interventions and individualised support is making a difference.
<b>C.</b>	Good Progress and children confidently contributing to lessons.	A range of experiences are in place in the school to develop language and conversation. For example Lunchbox, ARCH readers, P4C, author events, weekly library times and regular visits to museums.
<b>D.</b>	Collaboration with families to address social, emotional and behavioural problems to improve learning behaviours.	Children knowing home and school work as a partnership. The Psychotherapist is involved with the families to offer additional support and guidance and families are signposted for additional support. Using QCA progress can be shown over time.
<b>E.</b>	Attendance and Lateness	Weekly tracking shows an improvement in attendance data. Weekly reminders in the newsletter are having an impact. The school is supporting families with strategies.

## 5. Planned expenditure

### Academic year

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 – good progress is above the 4 points expected progress.

Desired outcome	Chosen action / approach What is the evidence and rationale for this	How will you ensure it is implemented well?	When will you review implementation?
Good progress SPD	Teachers have identified specific support that needs to be in place for groups of pupils. E.g. focused small group phonics teaching, early morning catch up for maths, writing group. To provide additional training e.g. Dyslexia. TAs to have training to manage specific interventions.	Teacher to have additional support, release time to enable this to happen. Teachers to report on progress in Pupil Progress Meetings.	Three times a year at Pupil Progress Meetings.
Good progress SDP	First Quality teaching for all. To create an environment of Growth Mindset and to provide learning opportunities to engage all pupils.	Learning Walks, Book Monitoring and review of data.	Monitoring reports from curriculum Co-ordinators.
Good progress SDP	Good quality marking and feedback to make an impact on pupils and to support them in their next steps.	Teachers to carry out book monitoring 3 times a year with another teacher.	SMT to review feedback after each book scrutiny.

Good progress SDP	To support pupils in their development of language a range of strategies are used for example, Talk Boost in FSU, Talk for writing, P4C, good quality targeted questioning., hot seating, drama, mixed ability guided reading discussions, Lunchbox, ARCH, weekly library sessions and roles and responsibilities through the school.	Timetabling, teacher and pupil feedback and parents at Parent Consultation Meetings.	To monitor effectiveness of interventions through discussions in pupil progress meetings and planning meetings.
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## ii. Targeted support

Desired outcome	Chosen action / approach What is the evidence and rationale for this	How will you ensure it is implemented well?	When will you review implementation?
Engaged confident pupils ready to learn	Play therapy for identified vulnerable pupils – Psychotherapist to co-ordinate. Lego Therapy and support from outside agencies.	Monitored three times a year – increase in QCA scores.	Pupil Progress Meetings
Engaged confident pupils ready to learn	Interventions for specific learning difficulties in place – Toe by Toe, precision teaching, small groups work and 1-1.	SENCo to monitor – vulnerable tracking to record progress.	Pupil Progress Meetings
Engaged confident pupils ready to learn	Children to supported financially on trips and excursions so whole class can attend. E.g. trips to Museums outside Oxford and residential trips to Yenworthy.	Parents supported financially where needed. Teachers/Head to contact as needed.	Annual budgeting

## iii. Other approaches

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Improved attendance and lateness SDP	Weekly checks. All staff to follow up and offer support to families. More office hours to check attendance.	Follow up letters and meeting with parents.	Ongoing
Investment in online resources for pupils at school and at home	Online resources engage the children and it enables children to practise skills they have learnt in class.	Teachers can track online how much children are using the resources.	Annual

**Total budgeted cost**    **£47, 492**

## 6. Review of expenditure

Previous Academic Year	<b>2015 -2016</b>	<b>34 Pupils £48, 240</b>
<b>i. Quality of teaching for all</b>		

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP pupils making good progress with additional teacher support	Year 1 and Year 2 additional time and support for phonics from a teacher and the SENCo throughout the year. Year 6 additional teacher to work with pupils and class teacher to be released 4 times a week.	Phonics - Year 1 and Year 2 all PP children passed in Year 1 and all PP that retook the test passed in Year 2, Year 6 – data show children made good progress but this was not reflected in the test outcomes. Progress has been made in Year 7 and was reported back.	Additional teacher time always has an impact if it is focused and precisely linked to what the pupils need. This will continue.	£14,500

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b> <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Psychotherapist to work with pupils and to train TAs to deliver play sessions. To support emotional well-being so children can engage in learning.	Psychotherapist works one day a week with additional time for training and meeting parents. TAs given additional release time to train. The Psychotherapist tracks the progress of pupils using QCA and by meeting regularly with the teachers to support any emotional barriers to learning. Psychotherapist meets regularly with the TAs to support their delivery of Play Sessions.	This support will continue.	£11,000
Additional TA hours. To support children with play sessions, social skills, SEAL. Additional hours in the FSU to support PP pupils. The support is to enable children to engage in learning and to develop their vocabulary and independence.	The school values the input from TAs. The TAs that have received training can offer useful emotional support to pupils.	This support will continue	£12,000
ARCH, Lunchbox and Talk Boost. Interventions to promote reading and to develop vocabulary.	Children identified that will need the additional support.	This support will continue and be developed to ensure priority is given to language development.	£3,500

## iii. Other approaches

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
Enrichment e.g.trips, support with interests to improve engagement and self esteem	Supporting children with trips including residential, drumming, gym, attending After School Club, football ..... Children and parents/carers value the opportunity to take part in a range of activities.	Pupils engagement in school life improves and this is reflected in their confidence to take part in other activities.	£4,000
Investment in online resources for reading and maths to support children at home and at school.	Maths – use of online resources and good teaching has improved maths outcomes.	To continue with online resources. Parents and pupils value the access to an online resource that supports learning in the classroom.	£2,220
Invest in resources for children to use at home to support understanding and to provide an opportunity for children and parents to play games.	Classes had borrow boxes and backpacks for children to take home learning resources and share then with their family.	To continue this and monitor in Pupil Progress Meetings.	£1,000
Investment in spare PE kits for children.	Children always able to take part in events and PE lessons.	Ongoing.	
		Total cost	£48,420

## 7. Additional detail

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