



Pupil Premium Action plan

Review of expenditure for 2016/17

Desired outcome/ area of spend	Chosen approach/ action	Impact (were SC met? Impact on all pupils if appropriate)	Lesson learned (will this approach be continued? Adapted?)
Narrow Gaps	Fully qualified teacher Pupil Progress meetings adapted Speech and Language Attendance officer	Short daily interventions (8.45-9.15) were the most effective and had impact on pupils. Some classes benefited from approach with improved recognition of needs and planned QFT. This narrowed gaps on AREs Terms 4/5/6 – greater analysis needed by SLT. Greater tracking of vulnerable pupils and where needed support for families. Some improvements for children worked with. Others needing additional monitoring and actions	Apply for next year with new HLTA role and SENCo KS leaders (SLT) to hold joint meeting to support grouped deployment of TAs and support to target gaps effectively. S&L to work closely with EYFS for term 1 and work alongside new HLTAs to plan group sessions for KS1 children as needed. ES to work closely with EWO to target children from week 4 in T1. Looking closely at regular attendance and broken weeks. For PP children office to call on first day followed by phone call from ES on day 2.
Enrichment/ aspirations	Additional coaches and activities planned through enrichment	Children enthused and engaged by activities. Some children taking up new sports as a result of trial at school (Claire King). Children are learning an instrument in both key stages. Feedback from children positive.	Continue starting in T2. Adapt the activities offered to include team skills and cooperation. Look into aspirations scheme from 0-25 team in September.
Uniform	Provide	All requests fulfilled Children attending in uniform	New request form from office to ease purchasing and support families
Breakfast club	Provision	Lateness for some key pupils reduced (MA Y3, LLF Y4) Pupils on time and fed ready for learning.	Continue provision for families

THRIVE	Training and implementation	<p>23 children received 1:1 or group support throughout the year. Progress ranged from 6 months to 3 years along the THRIVE stages.</p> <p>Feedback from teachers was positive (PM reviews) and they have commented on improvements in ability to engage with learning activities and cope with 'stress' in class.</p>	<p>THRIVE to continue with KU leading and GS supporting.</p> <p>Class profiles to be completed once per term to support.</p> <p>Review of PSHE linked to THRIVE needed ASAP</p>
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