

# Pupil premium strategy statement (primary)

1. Summary information					
School	St Stephens C of E Primary				
Academic Year	2019/20	Total PP budget	102,280	Date of most recent PP Review	April 2019
Total number of pupils	268	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Sept 2019

2. Current attainment – figures for end of KS2 attainment and progress in		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	22.2%	30.3%
% making progress in reading	-3.9%	1.9%
% making progress in writing	-4.2%	0.6%
% making progress in maths	-3.6%	1.3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Persistent lateness and absence.
B.	Lack of aspiration from parents and pupils.
C.	Mental health and wellbeing of pupils and parents.
D.	Lack of pupil ownership of their own learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will not have persistent absence or lateness. Attendance figures via attendance officer.	PP pupils will attend arrive at school on time every day. PP pupils will access their full curriculum entitlement improving their engagement and attainment.
B.	PP pupils will aspire to be the best version of themselves that they can be. Outdoor education opportunities will be offered to PP pupils to develop resilience. Engagement in all school provided opportunities will be taken up. Dojos for effort will increase.	PP pupils will show increased effort in applying themselves fully to their learning. PP pupils' attainment will improve in Maths and Literacy.
C.	PP pupils' mental health and wellbeing needs will be met. All PP pupils with SEMH and or CSC involvement will have Boxall profiles completed and will work weekly on the targets these suggest. Pupils with mental health issues will be referred to CAMHS, counselling and or Community Paediatrician where appropriate.	PP pupils will show progress towards their Boxall targets and see themselves as successful learners. PP parents will receive support from Learning Mentors where appropriate to facilitate their needs in terms of accessing funding,

	Learning mentors will develop trusting relationships with all PP parents and conduct home visits to ensure parents are given a personal link to school.	parenting courses, self-help skills, sleeping workshops and school community events.
<b>D.</b>	Pupils will take ownership of their learning and progress. Pupils will be aware of the steps they need to take to improve their attainment.	Pupils will be equipped with learning strategies and skills which will enable them to select the correct strategy and skills to tackle the task presented to them.

5. Expenditure						
Pupil Premium supported activity	Rationale	Summary of activity	Specific intended outcomes	Monitoring	Effect	Evaluation and lessons learned.
Quality feedback as part of quality first teaching. £ 300 <b>New</b>	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment levels.	Training for all staff on how to provide relevant, informative feedback to pupils.	As a result of quality feedback and quality first teaching pupils with PP will improve their progress from Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<) 62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2019	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher and TA to give sharp feedback to pupils on next steps and in a positive way.	Pupils will be motivated and better equipped to take control of their next learning steps.	<b>T2</b> <b>Training given via INSET 2.9.19 Nigel Bishop.</b>
						<b>T4</b>
						<b>T6</b>
Support Staff time to allow teachers to deliver quality feedback during class teaching £50,705	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment levels. Support staff are required to monitor the class whilst feedback is	Support staff to work with class teachers in teams to deliver feedback. Teachers to deliver quality feedback to every child every week and additionally to	As a result of quality feedback and quality first teaching pupils with PP will improve their progress Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<)	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher and TA to give sharp feedback to pupils on	Pupils will be motivated and better equipped to take control of their next learning steps.	<b>T2</b> <b>Pupil surveys show verbal feedback is most effective.</b>
						<b>T4</b>

	delivered and to additionally feedback positively to children with low confidence/self esteem	disadvantaged children	62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2019	next steps and in a positive way.		<b>T6</b>
Metacognition and self-regulation. £ 300 <b>New</b>	Research shows that Metacognition has large positive impacts particularly for low achieving pupils.	Training for all staff on how to embed metacognition strategies into their teaching and learning.	Pupils to be equipped with different strategies and skills to choose from when presented with different tasks.	Planning will evidence use of strategies taught and implemented by pupils. (Y1 and Y5 focus year groups)	Pupils will take ownership of their learning and develop positive approaches to differing tasks therefore, improving their attainment.	<b>T2 Training given via INSET 2.9.19 Nigel Bishop</b>
						<b>T4</b>
						<b>T6</b>
Developing the reading material and climate for reading for PP children £500	To develop children's empathy and emotional intelligence through a love of reading and narrative.	Reading materials purchased for PP children to be made available through a KS1 book club and display in the "Nest" where KS2 children can snuggle up with high quality books, share with other children and enjoy being read to.	Children to develop reading skills, a love of books, develop social skills through sharing books and develop empathy as well as emotional intelligence.	Eng leader and Learning mentor to ensure that the books are utilised for nurture and that this is timetabled.	Children's reading skills will improve and they have access to better quality resources thus developing self esteem and a love of books.	<b>T2 Books purchased</b>
						<b>T4</b>
						<b>T6</b>
All Star Cricket £400 - £40 per pupil <b>New</b>	Low aspirations and low parental engagement negatively affect pupil participation in extracurricular activities. Cricket All Stars is run locally to the school community and actively encourages	Learning Mentors will actively engage parents of identified pupils and approach them to set up a system between them whereby parents accompany	Parents will take an interest in their child's activities and will make connections with other parents thereby strengthening the school parent	How many parents take up the offer? Do parents get involved with subsequent initiatives.	A core group of parents will be committed to encouraging other parents from the school community to take part in school based initiatives	<b>T2 Attendance</b> Week 1: 10 Week 2: 8 Week 3: 5 Week 4: 3 Week 5: 0 Week 6:5

	parental engagement. With support it is hoped that pupils will take part accompanied by their parents.	pupils to the cricket sessions. Pupil Premium money will be used to pay the £40 per child.	community along with the creation of a 'Parent Hub'.		promoting more positive relationships with school.	<p>Week 7:0 Week 8: 0 Even accounting for people going away in the holidays this is disappointing and did not have the intended impact. Without school staff reminding parents to go attendance was poor.</p> <p><b>T4</b></p> <p>N/A</p> <p><b>T6</b> N/A</p>
£4,450 for Specialist teacher support for children at risk of exclusion? (includes 50% financial contribution from the DSG 6 Hub)	8 Children at risk of permanent exclusion are given access to specialist teacher support through Golden Hill School Specialist teacher advices or placements at the school. This means continuation of education and safeguarding from toxic home environments which damage	Lunchtime monitoring and strategies for welfare staff and support staff Teachers to be given advices for managing children in the classroom. Teachers are given direct strategies to	Temporary exclusions reduce for targeted pupils and 0 Permanent exclusions Temporary exclusions reduce from 11 to >5  SEND children make improved progress towards their	Analysis of exclusions data	The provision for children with significant SEMH is managed so that there is a positive climate for teaching and learning as well as play in unstructured times.	<p><b>T2</b> <b>2 pupils each with a 12 week placement at Golden Hill. 2 EHCP for SEMH successfully applied for and received for Specialist provision.</b></p>

	pupil outcomes. 3 disadvantaged children who are not destined to reach educational outcomes due to learning difficulties and who require Educational Psychology support.	improve classroom management of pupils with significant needs.	individual academic targets.			<p><b>GHIST team were ineffective in supporting lunchtime group during summer term. 2 TAs returned to work with 2 pupils in Autumn term to little positive effect. Private EP report requested for 1 pupil. 2 further pupils are showing signs of progress therefore not in need of EP input currently.</b></p> <p><b>T4</b> No fixed term exclusions Private EP commissioned for report.</p> <p><b>T6</b> COVID</p>
Release time for the PP leader to complete documentation, track pupil	Good leadership of a strategy requires time and communication to motivate staff and to ensure that actions are delivered and the vision is realised.	PP leaders will compose the strategy in partnership with teachers, parents and support staff.	Documentation is completed. All staff have good knowledge of the strategy and work together to improve the	Outcomes for disadvantaged pupils are improved. Progress is observed by class teachers.	Pupil premium strategy demonstrates greater progress of pupils, increased parental	<p><b>T2</b> Strategy rewritten in summer term and completed early Autumn term.</p>

<p>progress, meet with the PP governor and to complete PP monitoring. 8 days. £1400</p>	<p>Appraisal targets are set for all staff and this needs to be led and managed by Senior Leaders and PP leaders.</p>	<p>Disadvantaged children will be provided with the provision required to make better progress. Staff will respond to strategies employed when supported and encouraged by leaders.</p>	<p>outcomes of disadvantaged pupils. Progress improves Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2&lt;) 62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2019</p>		<p>engagement and reduced exclusions.</p>	<p><b>T4 Provision maps in place correctly identifying barriers and strategies.</b></p>
<p>Learning Mentors £38,875 pro rata <b>(61 hours per week)</b></p> <p>Learning Mentors £38,875 pro rata</p>	<p>Pupils benefit from a trusted adult with who they can discuss issues such as behaviour or family difficulties and who is not directly involved with their academic life. Direct Nurture work as a result of Boxall profiles is proven to impact on pupils' wellbeing and readiness to access learning.</p>	<p>Manages CLA pupils. Completes Boxall profiles and directs TAs in nurture work to be carried out. Contributes to IEPs and IBPs where appropriate. Lead professional for CAFs and TAFs. Back up DSL. Runs breakfast club and lunch clubs. Lead with Elsa training to enable emotional language to develop of targeted pupils.</p>	<p>Incidents of disruption in class/outdoors from pupils with SEMH will fall from 99 to 80&gt; Incidents of an aggressive nature continue to be reduced. 70%+ children make progress in the identified focus areas of Boxall Profile measures</p>	<p>Monitoring of CPOMS behaviour incidents. Termly assessments of Boxall profiles and academic progress.</p>	<p>Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with strategies for regulating their emotions.</p>	<p><b>T2 Ms Livesey and Mrs Rowley in post. Boxall profiles completed and updated with work monitored by AL. IEPs show progress towards targets is being made. CPOMS shows increase in incident – due to mislabelling of incidents by staff on CPOMS.</b></p>
<p><b>T4 Decision taken to replace Boxall with PIVATS PSED SENCO to attend training No fixed term exclusions.</b></p>						

<b>(61 hours per week)</b>						<b>T6</b> All pupils with SEMH converted to PIVATS, Nurture timetable set, ELSA trained TA in place.
	Current parental engagement is low. Having a dedicated Learning Mentor has shown to lead to an increase in parental engagement which in turn impacts positively on pupils' attainment. Family Support Workers can access additional support for pupils and families through the CAF/TAF process and family workshops	26 hours per week and includes attendance, nurture, family support, attendance, pupil/staff liaison, lunch club support. Breakfast drop ins and parent workshops and groups in partnership with Lancashire Adult Learning Service. Leads on CAFs and TAFs.	Parental engagement improves and children's attendance improves as a result. PP pupils attendance improves to 5% from 6% 20% Persistent absence of PP children reduces to £15%>	Attendance monitoring half termly, registers taken to record parental attendance. Initiatives to improve attendance and engagement through the CAF/TAF process.	Families accessing the support they need to remove barriers to learning which PP pupils are experiencing. PP pupils coming to school on time and ready to learn. Parents feel comfortable and confident approaching school staff to access support.	<b>T2</b> <b>Autumn Parents' evening. 86% either attended or rearranged if they were not able to attend on the night. Summer term 2019 74% attended. PP pupils attendance for Autumn 2019 is 94.1% 25.4% PP pupils have persistent absence for Autumn 2019.</b>  <b>T4</b> <b>PP attendance 87.36% with unauthorised absence at 7.23% analysis shows COVID impacted PP families more in terms of being unwilling to send pupils in due to the perceived risk.</b>

						<b>T6 COVID</b>
BPVS all PP pupils £450 6 days TA2 + £200 for BPVS test. <b>New</b>	Assessing pupils annually using the British Picture Vocabulary Scale will give a measure for all PP pupils regardless of academic ability.	A TA will be trained to deliver the test. It will take 3 days to test 75 pupils. Initial test in September to give baseline, annually in July thereafter.	A quantitative measure of progress made by PP pupils regardless of ability.	Test scores compared annually.	Evidence to show progress for pupils who may struggle to show progress in other areas.	<b>T2 All PP pupils have had the BPVS test administered.</b>
						<b>T6 July re test not possible due to COVID – will begin again in September 20</b>
WRAT/NVR SEN PP pupils with Cognition and Learning issues. £Time <b>New</b>	Quantitative assessment giving standardised scores across Reading Spelling and Maths will show progress made reliably.	SENCO will WRAT/NVR test SEN PP pupils annually.	Progress of SEN pupils can be reliably measured and will show progress according to the pupils' strengths and weaknesses in their learning.	Test scores compared annually.	SEN pupils will show progress made over a year against standardised scores.	<b>T2 All PP pupils have had NVR administered.</b>
						<b>T6 Due to COVID not possible to re test NVR in Summer or in Autumn 20</b>
Boxall Profile SEN PP pupils with SEMH issues. Nurture support in class and at lunchtimes £600	SEMH pupils are assessed using the Boxall profile to enable targeted support to be given to pupils where SEMH is a barrier to their academic engagement.	Learning Mentor will review Boxall targets termly. Nurture work will be carried out by class TAs.	Pupils will develop areas of their SEMH which will impact positively on their academic progress and reduce incidents of poor behaviour.	Termly Boxall and Academic assessments. Termly monitoring on CPOMs of behaviour incidents.	Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with strategies for	<b>T2 Boxall profiles completed and updated with work monitored by AL.</b>

Continuing			70%+ children make progress in the identified focus areas of Boxall Profile measures		regulating their emotions. Behaviour incidents will reduce.	<b>T4</b> <b>Decision taken to replace Boxall with PIVATS PSED SENCO to attend training</b> <b>No fixed term exclusions.</b>
						<b>T6</b> <b>All pupils with SEMH converted to PIVATS, Nurture timetable set, ELSA trained TA in place.</b>
Morning snack for every PP pupil. £ 3500	Pupils learn best when their basic needs are met. Often pupils come to school without having had breakfast. Budgeted for 45 children	A TA will be present in the school hall for any unaccompanied pupils who are coming into school before 8.50. Toast/snack will be on sale for those who are not in receipt of PP and will be provided for those pupils who are.	PP pupils will be fed and ready to learn.	Record of pupils having breakfast will be cross referenced against PP pupils and their progress and engagement.	PP pupils who have not previously had breakfast before they come to school will be fed and will start the day in the same place of comfort as their peers. They will not be hungry and will be able to focus.	<b>T2</b> <b>This has run from Autumn 2. Between 5 and 7 PP pupils attend regularly with 2 attending daily.</b>
						<b>T4</b> <b>COVID</b>
						<b>T6</b> <b>New initiative to ensure PP pupils are fed each morning to be explored Autumn 2020</b>
Drop in breakfast session £ 400 <b>New</b>	The intention of this is to promote positive engagement with school life, encourage community cohesion and build	Monday morning sessions run by Learning Mentor, providing breakfast	This extended positive engagement will enable more open interaction and provide regular,	The engagement of these parents in the other family work and session offered by	Parents will be more confident in approaching school and attending parents' evenings.	<b>T2</b> <b>Brew and Breakfast has taken place weekly. 14 parents</b>

	relationships with the school Learning Mentor Team.	for parents and younger children.	predictable opportunities for parents to discuss issues that may be causing barriers to their children's learning.	school – see next initiative.	Parents will learn new skills to pass onto their children and further develop their relationships with both their children and other parents.	<p><b>of PP pupils have attended this dropped off in the 2<sup>nd</sup> half term. JR is changing the day to enable her to remind parents it is on.</b></p> <p><b>PP pupils attendance for Autumn 2019 is 94.1%</b></p>
						<b>T4 COVID</b>
						<b>T6 COVID</b>
Lancashire Adult Learning Service: See attached for details.  £Free <b>New</b>	See attached	See attached	See attached	See attached	Parental engagement will improve for parents' evenings and Dojo responses. 74% of parents respond to and read Dojo messages July 2019.	<p><b>T2</b></p> <p><b>7 PP parents attended in 1<sup>st</sup> half term, 6 in the 2<sup>nd</sup> half term.</b></p> <p><b>Attendance is tricky for some, as parents with preschool age children struggle for childcare. JR is going to pursue courses suitable for whole family as a crèche option would be unfeasible to staff.</b></p>

						<b>T4 COVID</b>
						<b>T6 COVID</b>
<b>Total: 102,280</b>						

## 6. Reviewed Expenditure

**Academic year  
2018 - 2019**

**£ 99,000**

Pupil Premium supported activity Cost – New or Continued.	Rationale	Summary of activity	Specific intended outcomes	Monitoring	Effect	Evaluation and lessons learned.
Additional money to support PP children going on school trips £3000 Continued	Pupils have limited access to structured outdoor activities. Research shows that outdoor experiences positively affect disadvantaged pupils' learning.	To subsidise school trips for PP children (priority - to enable Year 6 children to attend an adventure holiday)	Pupils will develop resilience and increase their self-esteem and self-image. Pupils will have increased confidence to learn in class, taking more chances to try new things.	Pupil interviews to measure effect on self-esteem, self-image and resilience. Boxall profile targets are met.	% of Boxall and SEMH IEPs targets will be met  Behaviour incidents amongst PP pupils will decrease	Robinwood attended by 4 PP pupils at a reduced rate. Other trips were also subsidised. Incidents decreased over the year 107-99 5 children were not repeatedly excluded
Additional resources for Breakfast Club £3,000 Continued	PP pupils often have limited breakfast meals. Pupils must be well fed to be ready to learn.	BC entitlement is free for some PP pupils – 5 children attending (From April to May) additional food	Improve readiness to learn. Improve attendance. Pupils will be settled and ready to learn.	Measure attendance and staff / pupil interviews	PP pupils' attendance will improve upon 2018  Behaviour incidents amongst PP pupils will decrease	Attendance improved for 3 PP pupils. Incidents decreased over the year 107-99 5 children were not repeatedly excluded
Family Support Worker (HLTA dedicated to support PP children) £24,875 Continued	Parental engagement is low at school. Increased parental engagement has been shown to have a positive impact on pupils' attainment.	Manages provision of pupils open to Children's' Social Care (CSC). Provides targeted nurture support, contributes to I.E.Ps and I.B.Ps. Is lead professional for CAFs and TAFs as well as back up DSL. Advises and manages TAs around Nurture activities.	A secure link between families and school enabling parents to engage confidently with school. Pupils subject to involvement with CSC are effectively supported to manage their difficulties and become resilient in difficult situations. Families feel supported and comfortable engaging with school staff about any issues they may have. Parents engage with school initiatives to support their children at home, driving up attainment.	Measure attendance of PP Parents to school based initiatives, events and workshops.  Pupil outcomes show accelerated progress in reading, writing and mathematics. Pupils will meet Boxall profile targets.	PP Parental engagement in school based initiatives, events and workshops will increase  Increased parental support  Pupils will meet their Boxall targets.	All parents contacted for Parents' evening. 5 Parents accessed workshop with Caritas worker. 23 pupils accessing early intervention support.  Increased number of parents engaging through the CAF/TAF process from 2018. This enabled a PP child to access specialist provision and avoid Perm excl.  50% pupils reaching Boxall targets – 50% barriers to progress

						from CP issues too severe.
Learning Mentor £14,000 Continued	Pupils need a trusted adult with whom they can discuss issues such as behaviour or family difficulties and who is not directly involved in their academic life.	26 hours per week and includes nurture, family support, attendance, pupil/staff liaison, lunchtime club support. Is lead professional for CAFs and TAFs.	Trusting relationships are built with pupils directly impacting on pupils' ability to manage learning situations.	Attainment improves in reading, writing and maths. Pupil attendance increases, lateness decreases. Incidents in unstructured times decrease.	Incidents at break and lunch times will decrease  PP pupils' attendance increases by 2%	Incidents have decreased from 107 to 99. Overall attendance improved in 2019.
TA support for PP children or release for teachers to work with PP children £45,000 Continued	Pupils with attachment difficulties need targeted nurture support be it 1:1 work or small group work regularly to develop resilience, self-esteem and self-image.	One TA per class for the academic year to work with PP pupils on nurture targets, and other education targets to improve their attainment.	Pupils become more secure in working independently. Independence leads to increased confidence to attempt new or difficult tasks.	Pupil outcomes show accelerated progress in reading, writing and mathematics.	Percentage of PP pupils achieving 3 terms + progress was 62%	Y 4 shows accelerated progress. 62% made 3 terms progress. Gap between PP and non is wide in Y6 for progress - +4 points gap
Involvement of PP pupils in wider Opportunities £2000 New	Research shows PP pupils have limited opportunities in extra and wider activities. Access to these activities promotes wellbeing and good mental health.	£ 665 for 5 PP children to play brass. Resource school clubs. Some to be spent on after school sport activities.	Pupils develop skills in perseverance and gain pleasure from playing an instrument. They develop confidence in social situations.	Giving wider opportunities particularly to higher ability children. Tracking and developing involvement in extra-curricular activities, in all year groups	Pupils attendance impacts on engagement therefore, speaking and listening skills are improved %	No assessments of speaking and listening made therefore impact cannot be measured.
Circle time training and resources + monitoring £1000 New	PP need positive role models in terms of keeping themselves healthy physically and mentally.	Training for all classes achieved.	Enhance health, social and emotional well being	Measure health and wellbeing through engagement with physical activities and through Boxall targets.	Boxall assessments will improve in wellbeing and self-perception areas by % leading to social relationships having a positive impact on behaviour.	50% children with SEMH made good progress. Behaviour incidents reduced.

Attendance Management Staffing and rewards for incentives for attendance and punctuality £500 New	PP pupils at our school account for 25% of persistent absences (national average is 16.5%) and those pupils account for over two thirds of lateness by persistent absentees. PP attendance is 93.7%. 6.3% of sessions a missed compared to 5.7% national average.	Learning Mentor and Attendance officer in post to monitor and challenge absence and lateness. Action plans are developed, attending panels, also rewards and incentives for good and improved attendance.	To improve attendance overall for PP pupils To give 100% attenders a film afternoon and good attenders a pencil case with equipment To reduce persistent lateness amongst PP pupils	Review of attendance data	PP attendance will rise to 96% in line with non PP pupils.	Attendance improved overall in school. However attendance for PP children worsened due to the high proportion of children with significant barriers. School did manage to get 3 siblings to attend school where there has been a history of non-attendance for older siblings.
Purchase of specialist teachers and Educational Psychologists £4000 Continued	Some PP pupils in our school have SEN and need intervention from outside professionals to ensure their needs are met.	Specialist teachers and or Educational Psychology assessments, Alternative provisions will be provided for those who need it.	Pupils will receive the correct support from relevant professionals to accelerate their progress and meet their SEN.	Pupils who have been identified as having needs above and beyond the resources allocated to school will have their needs met and strategies identified in IEPs and Provision maps.	Fixed term exclusions will reduce.	6 temporary exclusions – 4 of the 6 pupils have not had repeat exclusions.
Subject leader release for PP monitoring £500 Continued	Teachers need to know how PP pupils are managing in their subjects.	Teachers will be released to monitor effectiveness of teaching and learning in their subjects.	Effectiveness of provision	Review provision	Better tracking of PP pupils will lead to progress and attainment of PP children will improve by % in all subject areas	Provision maps have been monitored and completed. Provision well planned but decision to focus attention on feedback to PP children
Resources £2000 Continued	Assessment and intervention tools need updating to provide an accurate picture of pupils' vocabulary abilities and non-verbal reasoning abilities. PP pupils need to have access to the same equipment and resources as their non PP peers.	Relevant, recommended assessment tools purchased. BPVS s3 and NVR tests to be purchased. IDL purchased.  To provide resources such as school uniform and P. E kit for pp children	Reading and writing progress will improve.  Annual assessments will show progress against standardised national scores and show areas for development.  Pupils will be equipped for school activities.	Annual assessments Strategies suggested evidenced on IEPs and Provision Maps.  Class teachers will monitor PP pupils for equipment needs.	Pupils will make improvements in line with their PP peers nationally.	Uniform purchased along with book bags and water bottles. ICT equipment for PP pupils used regularly in class.
Total : £99,000						

## **7. Additional detail**

The full Pupil Premium 2017 -2018 Allocation and Impact report can be found on the school website