



PUPIL PREMIUM SPEND 2017 – 2018: £138,600			
INITIATIVE	COSTINGS	DETAILS	EXPECTED OUTCOMES
Every Child A Reader	£18,346	Specialist Teacher to deliver an individual Reading Programme (for up to 20 weeks) for a minimum of 12 children in Year 1, providing intensive support for pupils with reading <u>and</u> developing the children’s confidence and ability to write to the expected standard by the end of Year 1.	<ul style="list-style-type: none"> <li>At least 10 reading recovery levels progress in reading for each child over 20 weeks</li> <li>All children to be able to:                             <ul style="list-style-type: none"> <li>Recognise all Phase 2, all Phase 3 and some Phase 5 graphemes and phonemes;</li> <li>Form all 26 letters correctly;</li> <li>Spell at least 70 of the 75 HFWs independently;</li> <li>Write and punctuate simple sentences correctly independently.</li> </ul> </li> </ul> <p><b>To diminish the difference between the number of disadvantaged children working at the expected standard in Reading and Writing (at the end of Year 1); when compared with the number of non-disadvantaged pupils working at the expected standard in both of these subjects.</b></p>
<b>Evaluation:</b>			
Additional TA in Reception	£21,291	An additional adult in the Reception class supports the children in developing the skills required to accelerate progress towards achieving the Early Learning Goals. Having 3 adults working in reception every day allows the children to work with their key worker every day; and for each key worker to be responsible for a maximum of 10 pupils. Children are supported in social, emotional, physical development - as well as academic skills (within continuous provision and intervention groups) - which take place daily. Equally, key lessons (such as phonics, reading and writing) can be taught in much smaller, targeted groups.	<ul style="list-style-type: none"> <li>A greater proportion of the children who achieve a baseline assessment score of &lt;92 for CLL go on to achieve the expected standard in Reading (ELG 9) and Writing (ELG 10) by the end of EYFS – especially amongst the disadvantaged and vulnerable pupils.</li> </ul> <p><b>The percentage of children achieving GLD at the end of EYFS more closely matches the Halton (and national)</b></p>

			average year on year.
Evaluation:			
Staffing Structure (including the role of Phase Leaders to 'drive' standards amongst the different groups of children – particularly disadvantaged pupils – in the respective year groups).	£99,849	An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2 – to ensure all interventions and provision mapping is delivered (or at least planned and monitored) by fully qualified teachers. This 'structure' also enables staff to team teach – in core subjects and key priority areas – and for all PPA (and Leadership & Management Time) to be covered by a fully qualified teacher, who knows the children, the standard of behaviour expected and the curriculum that the children are covering in depth.	<ul style="list-style-type: none"> <li>Children at risk of not achieving age related expectations in one area (reading, writing or maths), achieve age related expectations by the end of the year.</li> <li>The number of disadvantaged pupils achieving age related expectations in each cohort, for each core subject area, increases year on year – so the gap between their attainment and the attainment of all other pupils diminishes.</li> </ul> <p><b>The number of disadvantaged pupils on track to achieve age-related expectations in Reading, Writing and Mathematics (and are able to demonstrate this in age-standardised tests at the end of the academic year) increases year on year.</b></p>
Evaluation:			
Breakfast Club	£1600	<p>To provide a Breakfast Club for up to 30 children – which is free to (i) families being supported by a Common Assessment Framework (CAF), (ii) families whose children are identified as being a Child In Need (CIN), placed on Child Protection (CP) or a Child In Care (CIC), (iii) the focus of targeted intervention by their teacher(s) for reading, writing, phonics and/or maths, and (iv) families who are experiencing 'difficulties' at any time.</p> <p>The aim of the breakfast club is primarily to alleviate pressures on these families, improve attendance and punctuality of children at risk of underachieving, and to cater for the social and emotional needs of the most vulnerable pupils at our school (as well as supporting vulnerable families in times of most need). <i>It provides a nutritious breakfast and settled start to the school day as well as providing additional opportunities for support with reading and homework, social interaction, peer mentoring, opportunities for play and language development.</i></p>	<ul style="list-style-type: none"> <li>Early intervention and support ensures that these children continue to behave well – and show a good attitude to their learning – in school.</li> <li>Punctuality and attendance of targeted pupils improves.</li> <li>Children attending breakfast club make good progress (by at least staying within the same attainment group (e.g. 3L) from one year to the next).</li> </ul> <p><b>Behaviour for learning amongst our most vulnerable pupils remains high (or steadily improves during the course of the school year).</b></p>
Evaluation:			
Whole School Training – Primary Writing Project	£6,250	Whole school training in the most effective ways to teach Writing (and	<ul style="list-style-type: none"> <li>Consistent whole school approach</li> </ul>

		other aspects of the English curriculum) over 5 terms.	<p>to the teaching of Writing (from Year R to Year 6).</p> <ul style="list-style-type: none"> <li>• Non-negotiables for Writing are evident in all year groups throughout the course of the year.</li> </ul> <p><b>The number of children at the expected standard (EXS+) and greater depth in the standard (GDS) in Writing increases year on year; amongst all pupils and disadvantaged pupils.</b></p>
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Evaluation:

Behaviour Awards	£1500	‘Treasure Box’ rewards, certificates to reward excellent behaviour and great work, resources to provide a menu of activities to celebrate the children’s behaviour records every half term, and half termly rewards for the winning house – to encourage the children to behave well, focus on their work, develop a more aspirational and determined attitude to their learning, and avoid negative distractions - to demonstrate to the children that hard work pays.	<ul style="list-style-type: none"> <li>• Increase in number of stamps earned by the children in each year group throughout the year.</li> <li>• Decrease in the number of children placed on ‘reluctant’ or given a lunchtime detention (as a result of their behaviour in school).</li> <li>• A reduction in the number of exclusions due to persistent or severer breaches of the school’s behaviour policy.</li> </ul> <p><b>Behaviour for Learning is at least good – in all year groups</b> (and the children routinely complete their class work, respond positively to the feedback given to them by teachers, and make good progress).</p>
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<b>Total Spend</b>	<b>£148,836</b>		
<b>Total Income from Pupil Premium</b>	<b>£138,600</b>		
Value Added Spend by School	£10,236		