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| 1. Summary information | | | | | |
| School | Piddle Valley CE First School | | | |  |
| Academic Year | 2016/2017 | Total PP budget | £3,960 | Date of most recent PP review | Jan 2017 |
| Total Number of pupils | 100 | Number of pupils eligible for PP | 3 (3%) | Date for next internal review | April 2017 |

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| 1. Grant Allocation | | | | |
| Academic Year | Funding received | Number of pupils on roll | Number of PP children | Percentage of the school |
| 2014 - 2015 | £1,300 per child - £6,500 | 92 | 5 | 4.6% |
| 2015 - 2016 | £1,320 per child - £5,280 | 100 | 4 | 4% |
| 2016 - 2017 | £1,320 per child - £3,960 | 100 | 3 | 3% |

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| 1. Barriers to future attainment (for pupils eligible for premium) | |
| In school barriers ( issues to be addressed directly in school) | |
| A. | Fine and gross motor skills; handwriting skills |
| B. | % of PP achieving ARE in writing at the end of the year |
| C. | % of PP achieving ARE in reading at the end of the year |
| D. | % of PP achieving ARE in maths at the end of the year |
| E. | Personal, social and emotional development of PP |
| External barriers ( issues that also require action outside of school) | |
| F. | Parental engagement |

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| 1. Desired outcomes and provision | | Success criteria |
| A. | Progress in writing skills for PP children (in Year 1 & 2).  Support through targeted handwriting group to improve letter formation and pencil grip. | Greater % of PP children achieve age related handwriting skills at the end of the year. |
| B. & C. | Targeted intervention work in writing and reading to support letter recognition and listening & communication skills. Daily small group targeted group using the Read Write Inc. programme. Daily in class small group/1:1 support. | Greater % of PP children achieve ARE in writing at the end of the year.  Greater % of PP children achieve ARE in reading at the end of the year. |
| D. | Targeted intervention work in maths – targeted group work using the First Maths intervention programme. In class support with number recognition and number formation. | Greater % of PP children achieve ARE in maths at the end of the year |
| E. | Targeted support through the ELSA programme | Improved emotional wellbeing. Increased confidence. |
| F. | HT to monitor attendance of PP half termly. Weekly staff meetings to agenda focus group.  HT and ELSA to make regular contact with parents. | Improved parental involvement and improved individual attendance |

It is intended that the school spends its current allocation in a broadly comparable way to last year 2016-2017 with the additional provision listed below;

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| **Planned Expenditure**  **2016 - 2017** | **Focus** | **Outcome** |
| Update ELSA training and access the EP support program | Provide support and nurture for pupils, and provide counselling support where needed | Specialist intervention to support learning directly and indirectly e.g. emotional support  Improve profile of ELSA – create a leaflet for parents. |
| Attachment training for staff | Improved staff knowledge and strategies to support individuals | Ensure all pupils are supported to achieve and reach their potential |
| Purchase intervention pack for phonics programme Read, Write Inc. | Small group daily interventions  Staff training | To improve literacy outcomes for pupils in KS1 and KS2 |
| First Maths – maths intervention for children in KS1 and KS2 working below expectations - staff training and support package | To improve outcomes for all pupils, with a focus on those children who are underachieving in maths | To improve maths outcomes for pupils across KS1 and KS2 |
| Parent Support | Supporting parental engagement | Improved parent/home/school links, communication and support |
| One to one Tuition – First Maths programme | Three children per term to receive one to one tuition (10 sessions) | Attainment and progress of children improved through focused one to one support delivered by trained staff. |