



				FOR 2018-19: Increase the language-rich number of activities, especially via the PPG-funded enrichment programme.
	Will understand how to improve their work through teacher/TA feedback and guided self-assessment as a result of whole-school SOLO Taxonomy focus	Pupils in receipt of PPG will be made focus of questioning and feedback (verbal/self/marking) Verbal feedback and pupil conferences as required Pupils in receipt of PPG to be focus of JPD case studies	All staff DHT to monitor	Observations have shown these pupils to be the focus for teacher questioning and input/guided work. These pupils were chosen for case-study pupils in 3 of the 5 JPD groups (the other 2 groups had 1 high achieving pupil with PPG/focus on boys).
	Will have individual needs met, including wellbeing	Mentors identified for each pupil-pupil/parent informed Training provided for mentors e.g. attachment disorders Fortnightly meetings Teachers will allow pupils to leave the classroom to speak to a mentor if s/he is upset	Mentors (from support & teaching teams) DHT to monitor	Mentor programme ran well for majority of KS1 pupils, due to LH's efforts. Main KS2 mentor left the school and despite a handover, not all pupils had regular mentoring session. Mentor programme will be revised for next year, with only underperforming and/or vulnerable disadvantaged pupils receiving mentoring.
Pupils with SEN in receipt of PPG (8 Pupils)	Will make better than expected progress Will receive provision that is carefully matched to his/her need	PARM meetings will separate and identify barriers related to; SEN, EAL and disadvantage- thus equipping staff to target each barrier specifically TAs will provide entry/exit data Teachers will account for entry/exit data re. impact of interventions, & adjust interventions promptly if they do not work	SENDCo Teachers TAs DHTs PLs	July 2018: 6/8 (75%) pupils made expected progress (3 steps) in Reading 7/8 (88%) pupils made expected progress in Writing. 2/8 (25%) made accelerated progress. 7/8 pupils made expected progress in Maths. 1 (13%) made accelerated progress
Vulnerable pupils in receipt of PPG	Will receive additional support from Learning Mentor/Headteacher	Once weekly 1:1 session with Learning Mentor, in which individual needs are addressed e.g. social skills using Conversation Train	Learning Mentor	Learning Mentor left the staff at Easter. Work with these pupils was handed over to DHT/HT/SENDCo. This work had a positive impact upon behaviour and social skills e.g.

				reduced Reflection Club attendance.
	Will engage with peers in positive and structured environment	Funded Fit for Sport breakfast & after-school clubs	Fit for Sport leaders	Fit for Sport places were funded in particular circumstances e.g. to improve social skills.
Key Stage 2 fitness initiative	Will participate in regular exercise in positive and non-intimidating form	TA-run (DHT oversee) Fitness Friends club twice weekly	TAs with responsibility DHT	Fitness Friends ran for two terms. Will review need in 2018-19.
Enrichment programme	Will learn a musical instrument, gaining confidence and broadening set of skills	Funded guitar lessons	Guitar teacher	The guitar teacher reported that the pupils made good progress and attended regularly and punctually
	Will participate in all school excursions, including residential	Fully funded school trips 50% subsidy on Isle of Wight residential visit in Year 6	DHT SBM	1 Year 6 pupil did not participate in the residential; however all other pupils took part in all trips, including the other 7 disadvantaged pupils in Year 6.
	Will learn practical skills and engage in creative and healthy activities in the outdoor environment	75% subsidised places to visit The Litten Nature Reserve with qualified Forest School teacher	DHT Blue Fox Forest School	This was successful as pupils reported that they enjoyed the sessions and gained confidence and independence from the activities.
	Will participate in cultural activities beyond the school curriculum, to enhance confidence and improve vocabulary	Fully funded theatre trips Fully funded enrichment e.g. Able Writers' Day Fully funded trip to art gallery with workshop	DHT	Visit to The Tate was successful (see governor's monitoring form). Visit to Theatre did not happen due to snow. More planned for 2018-19.
Year 6 Reading, Writing and Mathematics acceleration programme	Will revise key skills in small Booster groups, led by experienced Year 6 teachers	Twice weekly Booster sessions, including breakfast provided by school	DHT Additional Y6 teacher	Disadvantaged pupils' progress score in R: -1.11; W: 2.30; M: 1.10 FOR 2018-19: Extend acceleration programme for Reading; implement 'lending library' for Y5/6 disadvantaged pupils
	Will have the same revision materials as non-disadvantaged pupils	SATs booklets provided	KS2 PL SBM	This was actioned.
Year 6 Grammar, Punctuation and Spelling acceleration programme	Will revise key knowledge of GPS in small group	Booster with Headteacher	HT	All disadvantaged pupils achieved a scaled score of at least 100, with 4 achieving more than 110 in GPS.
Year 6 Greater Depth acceleration programme	Will have extra time and individualised, teacher-led support in small Booster groups	Once-twice weekly Booster sessions, including breakfast provided by school	DHT	2 of 8 pupils achieved GDS in R, 4 in GPS, 4 in W, 2 in M

Year 2 Reading, Writing and Mathematics acceleration programme	Will have extra time and individualised, teacher-led support in small Booster groups	Once weekly Booster sessions	DHT	3 of 6 pupils achieved EXS+ (expected or higher) in R, 3 achieved EXS+ in W, 4 achieved EXS+ in M 1 of 6 achieved GDS in R, and 2 achieved GDS in M Additional barriers to achievement for some of this group, specifically EAL, and additional needs
Year 4 pupils Reading, Writing and Mathematics acceleration programme	Will narrow the gap in RWM with their non-disadvantaged peers	Focus for quality teacher input and boosters/interventions	DHT	1 disadvantaged pupil in Y4- achieved EXS in R, GDS in W and GDS in M

### Planned Spending

Item	Cost	Intended Impact
<b>Fit for Sport club provision</b>	<b>£1,500</b>	Supporting working parents; enriched range of sporting activities
<b>Isle of Wight residential visit</b>	<b>£2,560</b>	Improved cultural enrichment and social skills
<b>Fitness Friends Club</b>	<b>£2,160</b>	Improved engagement with physical activity
<b>Middle Leadership course</b>	<b>£1,000</b>	Performance of PPG is always considered at Key Stage 1
<b>SATs booklets</b>	<b>£120</b>	Ambitious end of Key Stage 2 targets met
<b>Subsidised school trips</b>	<b>£3,400</b>	All pupils attend all trips; pupils in receipt of PPG given priority to the trips to the Litten Nature Reserve
<b>Boosters</b>	<b>£14,400</b>	Ambitious end of Key Stage 1 and 2 targets met
<b>Mentors and mentor CPD</b>	<b>£10,820</b>	Half-termly academic-focused meetings lead to improved attainment and accelerated progress
<b>Interventions (TA hours)</b>	<b>£11,514</b>	Gaps in pupil understanding and skills are addressed promptly and thoroughly, leading to improved outcomes

<b>SENDCo support</b>	<b>£1,308</b>	Additional needs are prioritised and met
<b>Quality in-class support (TA hours)</b>	<b>£12,168</b>	Pupils in receipt of PPG make good or better progress
<b>Learning Mentor hours and course</b>	<b>£2,600</b>	Increased participation of target children in lessons
<b>Beanstalk Reading programme</b>	<b>£510</b>	Identified children will make accelerated progress in Reading
<b>Choir</b>	<b>£500</b>	Improved confidence and appreciation of music
<b>Speech and Language Therapist additional buy-in</b>	<b>£740</b>	Target pupils to make good progress in Writing
<b>Enrichment</b>	<b>£3,300</b>	Enhanced vocabulary and improved self-confidence for Key Stage 2 pupils
<b>Total</b>	<b>£68,480</b>	