



## Summary information

School	SHUTE PRIMARY SCHOOL				
Academic Year	2017 / 18	Total PP Budget	£13,743.75	Date of Most Recent PP Review	October 2017
Total number of pupils	88	Number of pupils eligible for PP	10 (11%)	Date of next internal review of this strategy	January 2018
EY & KS1	7	KS2	4	Post Care	

## Current achievement – data analysis

	Pupils eligible for PP (School - disadvantaged)			Pupils not eligible for PP (National – non-disadvantaged)		
	2015	2016*	2017	2015	2016*	2017
Early Years – Pupil Premium Funding isn't allocated until children are in Year 1. However, we are targeting children identified as FSM or 'disadvantaged' from the outset.						
% achieving Good Level of Development (GLD) (EYFS)	100% (1/1)	66% (2/3)	0% (0/0)	50% (2/4)	65% (11/17)	85% (11/13)
% achieving expected standard in Phonics (Y1)	100% (2 / 2)	100% (1/ 1)	50% (2 / 4)	86% (6 / 7)	0% (0/2)	42% (5/12)
% achieving expected standard in Phonics (Y2 Retest)		0%	0%		86% (6/7)	100% (1/ 1)
% achieving expected standard in Reading (KS1)		100% (2/2)	100% (1/1)		86% (6/7)	33% (1/3)
% achieving expected standard in Writing (KS1)		50% (1/2)	100% (1/1)		86% (6/7)	33% (1/3)
% achieving expected standard in Maths (KS1)		50% (1/2)	0% (0/1)		100% (7/7)	33% (1/3)
% achieving expected standard in Reading, Writing and Maths (KS2)	100% (1/1)	0	0% (0/2)	100% (10/10)	75% (3/4)	0% (0/11)
Reading Progress (KS1 to KS2) – APS / Scale points compared to national non-disadvantaged	+2.4	0	-0.3			
Writing Progress (KS1 to KS2) – APS / Scale points compared to national non-disadvantaged	-2.4	0	-1.1			
Maths Progress (KS1 to KS2) – APS / Scale points compared to national non-disadvantaged	-4.8	0	+2.7			

\* **Change in Assessment**

## Current achievement - commentary

### Did we meet our desired outcomes?

#### Early Reading:

Over the past three years disadvantaged pupils have generally attained the expected standard in all tests. With small numbers of disadvantaged children, we have been able to target support to ensure that they succeed. There has been an upward trend in % GLD in EYFS although on closer analysis reading, writing and maths are lower than other EYFS areas.

#### KS1:

Over the past three years there have been huge variations in cohort sizes, which makes it very difficult to analyse trends over time. For example, in 2016 children achieved well in Maths, whereas in 2017 children did not. Overall, disadvantaged children achieve either in line or better than 'other' children.

#### KS2:

Over the past three years there has been a downward trend in achievement in KS2 especially in writing. The difference between disadvantaged and 'other' has been broadly in line regarding progress. Disadvantaged have achieved well in reading, maths and SPAG, although this is not evident because of the combined % score.

## Impact analysis 2016 - 17

### Did we meet our desired outcomes?

#### **A Poor literacy skills and not making above expected progress in reading.**

- 50% of PP made good progress in phonics in year 1 (2/4). We are hoping that with the additional support that they are receiving now, that the other 50% will achieve their phonics at the re-test in Y2. Although PP children were -0.34 compared with 'other' children in reading, they did make 1.39 progress score.

#### **B Poor aspirations in Maths and pupils not learning at greater depth.**

- 1 out of the 2 PP children in KS2 exceeded the expected standard in Maths. The PP also made more progress in maths than the 'other' children.

#### **C Poor social skills and Executive Functioning Skills to aid learning.**

- Support at the start of the day has had a positive impact on children especially in KS1. This will need to be on-going.

#### **D Opportunities to join extra-curricular clubs are missed.**

- All PP children are taking part in at least one after-school club.

#### **E Low attendance rates.**

- 2016-17 PP % attendance 94.4% 2015-16 PP % attendance 93.4% so there has been a slight increase but we would like to see even more progress than this next year.

#### **F Poor punctuality rates and organisation of routines at home.**

- 4.34% before close 0.31% after register closed 2015-16, 5.32% and 0.64% in 2016-17 mean that although we have targeted families and offered support this has not worked. There may need to be a different strategy tried next year.

## Barriers identified that we are seeking to address

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Language processing skills and oral language skills, especially in EYFS and KS1
B	Social skills
C	Low self-esteem and lack of confidence in ability to learn
D	Self-awareness and organisation
External barriers (issues which also require action outside of school, such as low attendance rates)	
E	Low attendance or punctuality for key children
F	Parental capacity for key children – negativity, low expectations, stress at home, lack of security, poverty, clear boundaries
G	Parental engagement to support children in their learning because of lack of basic skills

## Targets for improvement 2017 / 18 (*these are our whole school improvement targets*)

Key issues for improvement
<p>1. Improve the progress of disadvantaged pupils and those who have <b>special educational needs</b> and/or disabilities, by:</p> <ul style="list-style-type: none"> <li>– identifying precisely the next steps in their learning and using the information to inform lesson planning and feedback to pupils</li> <li>– ensuring funding, including the pupil premium, is used effectively to address the pupils’ specific barriers to learning, especially their language development</li> <li>– making sure the pupils read regularly and often</li> <li>– continuing to work with parents to improve the pupils’ attendance.</li> </ul> <p>2. Build on the examples of strong practice in the school and federation to improve the quality of teaching and learning across year groups and subjects, especially in writing, by:</p> <ul style="list-style-type: none"> <li>– improving teachers’ use of on-going assessment to plan and adapt learning so that all pupils make equally good progress across all subjects</li> <li>– developing teachers’ subject knowledge in English, especially in key stage 1, to enable them to challenge and extend pupils’ knowledge and skills confidently.</li> </ul> <p>3. Develop leadership skills at all levels, by:</p> <ul style="list-style-type: none"> <li>– extending the monitoring and evaluation skills of subject and other leaders to enable them to drive improvement consistently well across all subjects and for groups of pupils</li> <li>– developing governors’ skills in monitoring the school’s progress and holding school leaders to account in order to secure the best possible outcomes for all pupils.</li> </ul> <p>4. Continue to improve aspirations to achieve the highest possible outcomes through meta-cognition and challenge.</p> <ul style="list-style-type: none"> <li>- Improve and challenge our own aspirations of what children are capable of achieving.</li> </ul>

RAG	Milestones (What will we achieve?)	Success Criteria (How will we know?)
1. Raise standards and improve progress (SEND and Pupil Premium will be a particular focus for each milestone)		
1.1	Raise the proportion of children achieving a Good Level of Development in EYFS and achieving expected standard in CLLD	<ul style="list-style-type: none"> <li>A higher than national proportion of children achieve a Good Level of Development</li> </ul>
1.2	Raise the proportion of children achieving a good score in the phonics screening	<ul style="list-style-type: none"> <li>100% to achieve the expected level</li> <li>80% to achieve a score of 35+</li> </ul>
1.3	Raise the attainment and progress of children in KS1 in all areas, but particularly writing	<ul style="list-style-type: none"> <li>A higher than national proportion of children achieve the expected standard</li> <li>A higher than national proportion of children exceed the expected standard</li> <li>100% of children make at least expected progress through KS1</li> </ul>
1.4	Ensure that all children with SEND make expected or better progress throughout the school	<ul style="list-style-type: none"> <li>100% of SEND children make expected progress from their starting point</li> <li>The gap between SEND and other children in the school is closing rapidly</li> </ul>
1.5	Ensure that all disadvantaged children make expected or better progress throughout the school	<ul style="list-style-type: none"> <li>100% of disadvantaged children make expected progress from their starting point</li> <li>The gap between disadvantaged and other children in the school is closing rapidly</li> </ul>
1.6	Raise standards through securing good attendance levels for all	<ul style="list-style-type: none"> <li>Lower than national proportion of children who are persistent absentees</li> <li>97% attendance through the year</li> </ul>
2. Improve quality of teaching and learning, particularly in writing		
2.1	All staff to use on-going assessment to adapt learning from lesson to lesson and within lessons, particularly when teaching writing	<ul style="list-style-type: none"> <li>All children make good progress within lessons due to clear and precise next steps in learning</li> </ul>
2.2	Children are provided with precise next steps in learning and are active in responding and evaluating their own progress	<ul style="list-style-type: none"> <li>Children make good progress due to the precise nature of feedback in all subjects</li> <li>Children make good progress due to having a clear understanding of what they need to achieve and are skilled in evaluating their own progress</li> </ul>
2.3	All teachers are confident in the teaching of writing	<ul style="list-style-type: none"> <li>The teaching of writing is strong in every year group and all children make good progress</li> </ul>
2.4	All children read regularly	<ul style="list-style-type: none"> <li>There is a strong reading culture in the school and all children make good progress</li> </ul>
3. Improve effectiveness of leadership		
3.1	All leaders are active in securing a high-quality teaching and challenge inconsistencies.	<ul style="list-style-type: none"> <li>All teachers demonstrate good skills in all their teaching, with a significant proportion demonstrating a real mastery of teaching</li> </ul>
3.2	All leaders ensure that all children are challenged in their learning, particularly SEND and disadvantaged	<ul style="list-style-type: none"> <li>100% of SEND and disadvantaged children make expected progress from their starting point</li> <li>The gap between SEND / disadvantaged and other children in the school is closing rapidly</li> </ul>
3.3	Middle leaders are effective in their role and hold teachers to account to secure the improvement of their subject or area	<ul style="list-style-type: none"> <li>Teaching and learning is consistently good throughout the school and across subjects</li> </ul>
3.4	Governors are effective in monitoring and evaluating the work of the school and hold leaders to account	<ul style="list-style-type: none"> <li>The overall effectiveness of the school is outstanding because governors support and challenge the school</li> </ul>
4. Behaviour and safety		
4.1	Safeguarding is reviewed and the best practice implemented in all aspects	<ul style="list-style-type: none"> <li>Safeguarding is outstanding</li> </ul>
4.2	Further improve children's learning behaviours	<ul style="list-style-type: none"> <li>All children are focused and engaged in all learning</li> <li>Children have high aspirations and take ownership of and responsibility for their learning.</li> </ul>
4.3	Ensure that all children maximise their learning opportunities.	<ul style="list-style-type: none"> <li>Children demonstrate positive behaviour throughout the school day</li> </ul>

*School Improvement targets to be made specific to PPG, but are the whole school improvement targets*

## Detailed plans for improvement 2017 / 18 (linked to our whole school improvement plans)

RAG?	What? (Chosen action / approach)	Who? (Lead)	When? (Start)	Monitoring (How will we know it has had the impact?)	£	£ detail	Impact Evaluation? (1/2 termly reviews)
<b>Raise standards and improve progress of Pupil Premium</b>							
	<p><b>Quality teaching for all:</b> Raise expectations for all children but especially PP/SEND to adapt teaching to the individual so <b>ALL</b> pupils make progress. Aim for mastery of all year group objectives.</p> <p>TAs having a clear directed plan with 6 weekly intervention programme.</p>	Exec / Head	Sept 2017	<p>Fortnightly TA meetings, review work of PP</p> <p>Performance Management targets to identify groups and individuals</p> <p>Class Action Plans to focus on Pupil Premium and leadership to monitor progress</p> <p>Termly review of outcomes and progress</p>	£0	TA support	<u>Oct HT</u>
	<p><b>Targeted support:</b> Class Action Plans as a core improvement whole school strategy</p> <p>Termly class action plans developed through discussion with teacher, Head and SENCo that focuses on the current assessed learning needs of groups and individuals in the class.</p> <p>Targeted support and interventions developed in response to the specific needs identified that term:</p> <ul style="list-style-type: none"> <li>- Speech and Language</li> <li>- Reading</li> <li>- Spelling</li> <li>- Phonics</li> <li>- Social and Emotional Needs</li> <li>- Speaking and listening</li> <li>- Maths</li> </ul> <p>Specific Focus will be placed upon Early Intervention for Speech and Language Needs</p>	Head / Exec / SLT	Oct 2017	<p>Termly Pupil Progress Meetings will be held</p> <p>Discussion will focus in the learning needs of the class, groups and individuals – these will be on specific learning objectives, not broad data</p> <p>Class actions plans will be written, monitored throughout the term and reviewed and evaluated on a termly basis</p> <p>These will be developed as working documents so that they can be changed in response to needs through the term</p>	£1,080  £12,285	<p>Planning / Review time: 4 classes x £90 release x 3 terms</p> <p>TA Support for Targeted Interventions: 30 hours pw x 39 weeks</p>	<p><u>Oct HT</u> <i>Class Action Plans established for this year as part of the performance management process. As a key strategy for school improvement, all Pupil Premium children have been targeted through these plans.</i> <i>Next steps: Teachers to review and annotate in January as part of review of data</i></p>
	<p><b>Other approaches:</b> Parental Engagement</p> <p>The active engagement of parents in supporting their children’s learning at school including strategies to encourage parents to support their children to read or do mathematics.</p> <p>A Range of strategies will be used</p> <ul style="list-style-type: none"> <li>- Maths Workshops</li> </ul>	SLT / All staff	Sept 2017	Review programme of parental engagement on a termly basis. Evaluate each strategy / event	£0	Embed strategies developed	<p><u>Oct HT</u> <i>Parent forums continue as a means of engaging parents in the wider strategic improvement of the school</i> <i>Phonics sessions provided for new parents</i> <i>Next steps: Look at development of offer to parents and evaluate impact of each strategy</i></p>

RAG?	What? (Chosen action / approach)	Who? (Lead)	When? (Start)	Monitoring (How will we know it has had the impact?)	£	£ detail	Impact Evaluation? (1/2 termly reviews)	
	<ul style="list-style-type: none"> <li>- Parent Voice sessions</li> <li>- Literacy Workshops</li> <li>- Targeted parent coffee mornings in reception year</li> <li>- New Parents Evening</li> <li>- Parents involvement days e.g. Christmas Craft</li> <li>- Employment of Parent Support Worker</li> </ul>							
Attendance								
	<p><b>Other approaches:</b> Attendance strategies</p> <p>Close monitoring and evaluation of attendance and impact on learning.</p> <p>New Federation policies and strategies to be implemented</p> <p>Open dialogue with children and parents on attendance</p> <p>Where an individual's attendance is poor – specific strategies to be developed in discussion with children and parents</p>	Head / Exec	Sept 2017	Half termly strategy meetings focused on attendance	£0	Use of existing staff and time	<p><b>Oct HT</b> Reviewed target families and met to identify barriers (external and internal) Continue to review. Look for children who have made improvements since last year.</p>	
Raising standard - Pupil Premium Expenditure								
							Total budgeted cost	£13,365.00

Improve quality of teaching and learning							
	<p><b>Quality teaching for all:</b> Effective feedback is a priority at Shute.</p> <p>Feedback given to children that helps refocus the learner or teacher's actions to achieve a goal or to praise both effort and attainment has high impact on learning.</p> <p>Teachers give feedback that is either verbal, written or through digital technology but that has clear praise, action and response from children.</p>	All staff	Sept 2017	<p>Regular learning walks and book looks to ensure teaching and learning and feedback is consistently of a high standard and effectively is benefiting students.</p> <p>Staff meeting to review current policy</p> <p>Federation moderation to share good practice</p>	£0	Embed policy developed last year	<p><b>Oct HT</b> Feedback policy reviewed. All staff implementing. Next steps: Ensure consistency throughout the school and ensure feedback is specific in all areas</p>
	<p><b>Targeted support:</b> 'Feedback Fridays' – developing a weekly conferencing session with targeted individuals to ensure that they are embedding the learning and misconceptions can be addressed.</p>	All staff	Nov 2017	<p>Regular learning walks and book looks to ensure teaching and learning and feedback is consistently of a high standard and effectively is benefiting students.</p> <p>Staff meeting to review current policy</p> <p>Federation moderation to share good</p>	£0	Embed policy developed last year	<p><b>Oct HT</b> Feedback policy reviewed. All staff implementing. Next steps: Feedback Friday's in initial stages of development – embed practice in November and December</p>

				practice			
Writing							
	<p><b>Quality teaching for all:</b> Providing experience through the use of film</p> <p>Literacy Shed CPD and Online subscription – following CPD all staff to plan a sequence using film each term in the first instance</p> <p>Vocabulary, language and writing are enriched through experience. To feel, touch and see something first hand gives a writer experience on which they can draw.</p> <p>Where opportunities are limited, film is a great substitute in providing experience – of a time, a setting, a location that without experience, children might struggle to write about</p> <p>All teachers to plan for the use of film following the CPD.</p> <p>Three sequences through the year to make use of film.</p>	English Lead	Sept 2017	<p>English Leader to monitor the impact and quality of writing through book looks and observations.</p> <p>Performance Management targets to identify groups and individuals</p> <p>Class Action Plans to focus on Pupil Premium and leadership to monitor progress</p> <p>Termly review of outcomes and progress</p>	£360 + £120	CPD Cost / Online Subs	<p><b>Oct HT</b> <i>Literacy Shed CPD has taken place at the end of September – all teaching staff attended. Online planning and clips subscribed to.</i> <i>All teachers have planned and implemented a sequence of learning using film</i> <i>Next steps: evaluate progress in closing achievement gaps</i></p>
	<p><b>Targeted support:</b> Development of spelling intervention using Nesy as a core element of the intervention.</p> <p>Targeted strategy to support the development of Spelling.</p> <p>Children carrying out a targeted intervention with TAs in school and then completing ICT based activities at home and in school</p> <p>Targeted approach, with CPD provided for all staff.</p> <p>Nesy to be targeted at individuals as a key intervention strategy</p>	English Lead	Nov 2017	Termly review of outcomes and progress	£200	Nesy – proportion of overall cost	<p><b>Oct HT</b> <i>Nesy purchased – establish as a core intervention through this term</i> <i>Next steps: evaluate progress in closing achievement gaps</i></p>
Reading							
	<p><b>Quality teaching for all:</b> Accelerated Reader</p> <p>Whole school approach to the development of reading.</p> <p>Children completing quizzes based upon the books read to develop comprehension skills – particularly effective for</p>	English Lead / Library Lead	Sept 2017	<p>English Leader to monitor the impact and quality of reading through PPMs and review of reading records</p> <p>Performance Management targets to identify groups and individuals</p>	£640	Accelerated Reader – proportion of overall cost	<p><b>Oct HT</b> <i>Library set up.</i> <i>Initial tests carried out to provide a baseline and to identify starting bands.</i> <i>Next steps: evaluate progress in closing achievement gaps</i></p>

	<p>children who do not have regular opportunity to discuss their reading at home</p> <p>Whole school approach, with CPD provided for all staff.</p> <p>Library set up with high quality texts and organised so that children make guided choices with their reading.</p>			<p>Class Action Plans to focus on Pupil Premium and leadership to monitor progress</p> <p>Termly review of outcomes and progress</p>			
	<p><b>Other approaches:</b> 3-2-1 Go Read!</p> <p>Targeted individual reading opportunities within school. Children who are not reading regularly and often at home are targeted for reading with adults in school to encourage confidence in reluctant readers</p>	Head / SENCo	Sept 2017	Monitor and review the impact on reading of the key children involved.	£0	Voluntary / existing staffing	<p><b>Oct HT</b> ?? <i>Next steps: ??</i></p>
Maths							
	<p><b>Quality teaching for all:</b> Following the initial successes - Embed practice developed last year. White Rose Maths used as the framework.</p> <p>Teaching for Mastery – Whole School Approach</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives, which are pursued until they are achieved.</p> <p>Teaching involves working through a sequence of work linking all learning back to the Big Idea.</p>	Maths Lead	Sept 2017	<p>Maths Leader to monitor the impact and quality of writing through book looks and observations.</p> <p>Performance Management targets to identify groups and individuals</p> <p>Class Action Plans to focus on Pupil Premium and leadership to monitor progress</p> <p>Termly review of outcomes and progress</p>	£0	Embed throughout the school	<p><b>Oct HT</b> <i>Last year CPD put in place and initial development of the strategy.</i> <i>All teachers planning Maths sequences using White Rose Maths.</i> <i>Improvements seen in the quality of learning</i> <i>Next steps: evaluate progress in closing achievement gaps</i> <i>Further develop reasoning in Maths and explanations</i></p>
Curriculum							
	<p><b>Quality teaching for all:</b> Promote 'inspirational invitation to learning' through class planning with the children. Launch to outcome.</p> <p>Planning to link to whole school needs and priorities and a structured programme to be implemented in all classes</p>	All staff	Jan 2017	<p>Whole staff planning sessions</p> <p>Assessment procedures to identify key areas for development for classes and school.</p> <p>Regular learning walks / observations to ensure quality first teaching</p>	£0	Embed curriculum	<p><b>Oct HT</b> <i>To be reviewed in January</i> <i>Next steps:</i></p>
	<p><b>Other approaches:</b> Additional PE Session / Fun Fit</p> <p>By providing children with a high quality, targeted PE programme in short, sharp burst – developing gross motor skills, confidence and well being</p> <p>Additional PE session weekly with children being involved</p>	SLT / All staff	Sept 2017	Review half termly.	£800	<p>Funfit – staffing</p> <p>PE – Staffing</p>	<p><b>Oct HT</b> ?? <i>Next steps: ??</i></p>

	in monitoring their heart-rate and emotional wellbeing. Child led monitoring.							
	<b>Other approaches:</b> Outdoor Learning Each class having at least 6 sessions of 'forest school' per school year. Outdoor Learning sessions alongside a trained member of staff.	Head / SENCo	Sept 2017	Monitor the impact of Social and emotional well-being of key children  Evaluate children's ability to self-monitor	£1,000	Cost of Outdoor Education leader – weekly programme	<b>Oct HT</b> <i>Outdoor learning interventions are a strong part of the curriculum for supporting individuals/whole class</i> <i>Next steps: evaluate progress in closing achievement gaps</i>	
Quality of teaching and learning - Pupil Premium Expenditure							Total budgeted cost	£3,120

Improve effectiveness of leadership							
	<b>Quality teaching for all:</b> Development of a strong school leadership team	Exec / Head	Sept 2017	Fortnightly SLT meetings, review work of the new leadership  Performance Management targets to identify groups and individuals  Class Action Plans to focus on Pupil Premium and leadership to monitor progress  Termly review of outcomes and progress	£1,000	5 x visit days arranged for staff to see other schools.	<b>Oct HT</b> <i>Training and support given by HT working on PM targets for each teacher.</i> <i>Next steps: evaluate progress in closing achievement gaps</i>
	<b>Other approaches:</b> Personal Budgets – Allocation of a termly sum of money for each child identified for PPG.  As part of termly parent consultation meetings, individual priorities will be discussed and agreed.  Actions can range from out of school clubs, support with clothing and equipment for clubs, access to equipment and resources, transport costs  Rationale is to ensure that disadvantaged children gain access to the same opportunities as others beyond school  This is aimed at ensuring equality of opportunity and raising aspirations  Teachers will discuss the use of Personal Budgets with parents – an evaluation of previous terms impact will be discussed with parents.	All staff	Nov 2017	Termly review  Discussion of impact with children and parents  Leadership will monitor and evaluate the impact overall and how money has been used	£2,970	Personal Budgets 11 Pupils x £90 per Term x 3 Terms	<b>Oct HT</b> <i>Personal budgets in place</i> <i>Next steps: initial meetings to be set up with parents to review use and address individual needs</i>

Effectiveness of leadership - Pupil Premium Expenditure	
	Total budgeted cost   £3,970

Behaviour and safety – Social and emotional development							
	<p><b>Targeted support:</b> Following focus on supporting individual children, embed practice to secure accelerated progress for individuals.</p> <p>Development of Attachment Based Mentoring</p>	All staff	Sept 2017	<p>Termly review</p> <p>Discussion of impact with children and parents</p>	£0	Embed curriculum	<p><b>Oct HT</b> <i>To be reviewed in January</i> <i>Next steps:</i></p>
	<p><b>Other approaches:</b> Pastoral Support Individual pupil conferencing and mentoring. Providing a structured programme of support for children and families.</p> <p>Advice and training for teachers and TAs.</p> <p>Supporting teachers in parent/teacher meetings, Accessing outside support for parents and children.</p> <p>'Check In' with vulnerable children.</p>	Class Teacher / Head / PCM / SENCo	Sept 2017	<p>Regular reports from Pastoral Care Manager.</p> <p>PEPs passed as 'good' or better.</p> <p>Behaviour Support Plans monitored and reviewed</p> <p>Good and productive contacts with outside agencies.</p> <p>Safeguarding audits deemed outstanding.</p>		Pastoral Support Worker 6 hours pw x 39 weeks (Partial cost of fulltime provision)	<p><b>Oct HT</b> <i>Pastoral Support Worker has been appointed</i> <i>Next steps: review the impact of the PSW this half term</i></p>
	<p><b>Other approaches:</b> Family Support</p> <p>Actively engage parents in supporting child's learning. Intensive work for families in crisis.</p>	Head / SENCo / FSW	Sept 2017	<p>Regular reports to Leadership team from FSW.</p> <p>Evaluate impact of support on individual children</p>	£4,850	Family Support Worker 6 hrs pw x 39 weeks (Partial cost of 0.6 FTE provision)	<p><b>Oct HT</b> <i>Family Support Worker has case load and is supporting individual.</i> <i>Group CPD has also been established with a range of support groups for parents</i> <i>Next steps: review the impact of the FSW this half term</i></p>

Effectiveness of leadership - Pupil Premium Expenditure	
	Total budgeted cost   £4850
Total Pupil Premium Expenditure	
	Total budgeted cost   £25,305**

**\*\* This cost exceeds the allocation of Pupil Premium Funding. The shortfall is being met from school budget share as some aspects will benefit other children within the school.**

