



# **Pinewood Infant School and Foundation Unit**

## **Pupil Premium Plan 2017-2018**

## PU+-PIL PREMIUM FUNDING

**2013-14: £72,800**

**2014-15: £76,600**

**2015-16: £78,880**

**2016-17: 53@£1320 FSM/PP = £69,960 + 3 LAC@£1900 (£5700) + 2 service@£300 (£600) = £76,260**

**2017-18: 45@£1320 FSM/PP=£59,400 + 5 LAC @£1920 (£9500) + 1 service@£300 (£300) = £69,200**

## Year 2 End of KS1 Data over time

Year 2 Attainment – Level NS or above or 2B prior 2016	2013/14 outcome for FSM	2013/14 outcome for non FSM	2014 gap between FSM and non FSM	2014/15 outcome for FSM6	2014/15 outcome for non FSM6	2015 gap between FSM6 and non FSM6	2015/16 outcome for FSM6 21 children	2015/16 outcome for non FSM6 33 children	2015/16 gap	2016/17 Outcome for FSM6	2016/17 Outcome for non FSM6	2016/17 gap
Reading 2B+ NS	60%	100%	-40%	76%	96%	-20%	48%	76%	-28%	67%	82%	-15%
Writing 2B+ NS	44%	88%	-44%	67%	86%	-19%	33%	58%	-24%	50%	79%	-29%
Maths 2B+ NS	64%	100%	-36%	62%	86%	-24%	38%	70%	-32%	56%	89%	-33%
Year 1 Phonics Screening	62%	54%	+12%	68%	84%	-16%	77%	94%	-17%	63%	90%	-27%

## Where are the gaps (other year groups)?

<p>Early Years Foundation Stage</p>	<p>In 2014/15 GLD PP 38% NPP 65% FSM 38% NFSM 76% Reading FSM 38% NFSM 71% Writing FSM 54% NFSM 82% Number</p>	<p>In 2015/16 18 pupils were eligible for PP (31%) There were 40/58 (69%) Non PP children in this cohort attainment and progress F2 – GLD 39% PP and 67% NDP achieved expected+ GLD <u>In Reading</u> 89% of PP pupils made good or better progress (88% NPP ) <b>PP Reading ELG: NPP:</b> <u>In Writing</u> 100% of PP pupils made good or better progress (88%non pp ) <b>PP Writing ELG: NPP:</b> <u>In number</u> 89% of pp pupils made good or better progress (93% non pp) <b>PP Maths ELG: NPP:</b></p>	<p>In 2016/17 F2: 17/59 PP children (including 2 LAC, 13 FSM and 2 FSM6) 29%. There are 42/59 non PP 71% <u>F2 – GLD</u> 47% PP and 71% NDP achieved expected+ GLD <u>In Reading</u> 94% of PP pupils made good or better progress (100% NPP ) Reading PP ELG=47% NPP=74% <u>In Writing</u> 100% of PP pupils made good or better progress (100%non pp ) Writing PP ELG=47% NPP=71% <u>In number</u> 94% of pp pupils made expected progress (100% non pp) Number ELG PP=47% NPP 79%</p>	<p>In 2017/18 the predictions are</p>
<p>Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)</p>		<p>In 2015/16 – 17 pupils were <b>eligible for PP.(34%)</b> There were 33 Non PP children in this cohort</p> <ul style="list-style-type: none"> <li>Year 1 – progress was broadly in line with good at 4.5 APS in reading, 4.3 in Writing and 4.8 in maths</li> <li>NDP made better than good progress in Reading and Writing and good progress in maths.</li> <li>Phonics screening 78% PP (above national) 94% NPP</li> </ul>	<p>In 2016/17 19/60 PP children (32% ) are DP at the end of the year which include 2 LAC, 10 FSM, 6FSM6, 1 service child) .  Reading : Entry to y1 9/18 PP (50%) met ELG, 28/40 (70%) NPP met ELG. Exit 10/19 53% PP at NS, 35/41 85% NPP at NS at end of Y1 PP MADE ACCELERATED PROGRESS  Writing: Entry to Y1 10/18 56% PP met ELG, 26/40 65% NDP met ELG. Exit 10/19 53% PP 27/41 66% NPP PP MADE GOOD PROGRESS  Maths: Entry to Y1 9/18 50%PP met ELG, 29/40 73% NDP met ELG. Exit 9/19 47% PP</p>	<p>In 2017/18 F2: 17/59 PP children (including 2 LAC, 13 FSM and 2 FSM6) 29%. There are 42/59 non PP 71%  Predicted Reading: 8/17 47% PP NS/+; NPP 35/41 85% NS/+  Predicted Writing: 8/17 47% PP NS/+; NPP 32/41 78%  Predicted Maths: 8/17 47% PP; 34/41 NPP 83%  Predicted Phonics Screening:</p>

			31/41 76% NPP PP made GOOD progress  Phonics : 2017 63% PP passed 90% NPP	
Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)		In 2014/15 21/54- pupils were <b>eligible for pp. (39%)</b> There were 33 Non pp children in this cohort Year 2 – Progress for DP was broadly in line with good for Reading (9.7), and good for writing and maths at 10.2.	At the end of the year 2016-17  18/46 39% PP.  Reading Exit of Y2 is that 12/18 67% PP achieved NS or above; 23/28 82% NPP. PP made accelerated progress 2016-17  Writing Exit of Y2 is that 9/18 50% PP achieved NS or above; 22/28 79% NPP. PP made accelerated progress 2016-17  Maths Exit of Y2 is that 10/18 56% PP achieved NS or above; 25/28 89% NPP. PP made good progress 2016-17	2017-18 Predictions  19/60 PP children (32% ) are DP at the beginning of the year which include 2 LAC, 10 FSM, 6FSM6, 1 service child) .  At the end of the year 2017-18 predictions are:  Reading PP 12/19 63%; NPP 36/41 88% Writing PP 11/19 58%; NPP 31/41 76% Maths PP 11/19 58%; Non PP 36/41 88%

## Closing the Gap - School context

At the end of the summer term 2017 we have 229 children on roll of which 33% are classified as disadvantaged children (excluding F1) and are eligible for pupil premium funding and in addition to this many of children are from low income families.

Number of Pupil Premium Children in each Year group 2017-18 updated 13.09.17

September 2017	PP number	Proportion of cohort
F2	13/48	27%
Y1	17/60	28%
Y2	21/58	36%

Whole school attendance of DP 96.6% is the same as NDP as of 24.07.17 LAC attendance is very good at 99%.

### Data KS1

2014 and 2015 the gap was narrowed in Reading between DP and NDP pupils and DP pupils were closer to National other in reading in 2015.

In 2015 in writing the % of DP that achieved a 2B+ was an improvement on 2014. The gap was narrowing in terms of DP achieving 2B+ compared with NDP and National other in 2015.

In 2015 in Maths the % of DP achieving a 2B+ decreased and the gap with National other widened slightly.

In 2016 PP the results of PP took a severe dip and the gap widened significantly. DP reading 45%; DP Writing 32%; DP Maths 45%. This was due to many issues including an assessment system that had not been updated to meet the demands of the new curriculum and teachers unclear of the assessment ITAFs. The new head teacher addressed this as soon as she took up post in September 2016. As a result progress for DP in Year 2 2017 was accelerated in reading and writing and was good in maths.

Attainment in 2017 showed a significant improvement on 2016 for PP children: Reading 67%; Writing 50%; Maths 56% but attainment still needs to improve for DP especially in terms of writing and maths.

DP are achieving well in phonics - In 2016 Y1 Phonics screening 78% PP reached the required standard (higher than Nat 70%) but this has dropped to 63% in 2017 (due to cohort differences) and due to increased focus on developing children as readers in the broader sense. A more balanced approach to developing reading which integrates both decoding and comprehension skills has been adopted which should lead to a greater equality between Phonics screening results in Y1 and percentages of children achieving NS in reading by the end of Y2. In 2016 Y2 Phonics screening 95% reached the

required standard by the end of Y2 which is above National (National 86%). In 2017 89% of DP passed phonics screening in Y2 (2 children 1 SEN and 1 concern did not meet the standard)

### **EYFS**

The % of PP children in 2016 who achieved GLD was on an upward trend from 2015. PP children make better than good/accelerated progress in the foundation stage. 2017 results are a dip on PP attainment in the EYFS in 2016 (47%) due to the cohort and extremely low starting points but progress data remains good/accelerated. With exceptionally low starting points, this needs further acceleration as the children so that more DP reach age related expectations by the end of the EYFS. They are often well below their peers socially and in their emotional development as well as in their language and vocabulary development.

Implications:

- **We need to accelerate the progress of DP in Reading, Writing and Maths in all year groups at all levels**

During 2016-2017 the following was put in place

- All PP children tracked on an informative assessment system with achievable yet challenging targets set
- Half termly pupil progress meetings
- Appraisal linked to performance of PP children
- Quality first teaching and provision given the highest priority for raising the attainment of PP children
- Quality interventions in place to accelerate progress during school time and outside the school day (Reading, writing and maths)
- CPD for all staff and purchase of appropriate additional reading materials
- Raised profile of PP children
- Individual PP records/case studies
- Additional teacher x 1 day
- Clarity of roles and shared responsibility across school around 'closing the gaps' agenda
- Visits and visitors to stimulate learning, extra-curricular clubs
- TA performance management and teacher performance management closely relating to PP children

The quality of teaching is of the utmost importance in helping improve attainment for DP – we need consistently excellent first teaching including highly effective feedback. As a school we spend time measuring impact carefully, discussing strengths and weaknesses and development needs in our teaching. A recent triad approach to lesson observations has helped us develop a collaborative approach to outstanding teaching. This is the main focus in our school's pupil premium strategy and we prioritise teacher's CPD across school. In addition to this are the interventions, enrichment and pastoral activities that we provide.

We use the school's system for monitoring pupils' progress precisely and effectively in order to raise the outcomes of all groups of pupils,

particularly the disadvantaged pupils in all areas. Strategic leadership of PP is sharply focused and establish a shared responsibility across school. All staff have a clear understanding of their roles. Under the direction of the HT all senior and middle leaders have an understanding of how their roles interlink and class teachers have a clear understanding of each vulnerable child's barriers to learning and work relentlessly on trying to break down these barriers. We use incisive performance management which challenges and supports teachers' and TA's improvement so that teaching is highly effective across school and that targets focus specifically on raising DP's achievement.

We have Implemented an individual case study approach for all DP children in school identifying individual barriers to learning, objectives to secure raised attainment and success criteria for each individual. These case studies are the responsibility of the class teacher and monitored by PP lead (HT). We target children who need intervention and TAs are highly skilled in delivering high quality intervention matched to the needs of the child. We adapt accordingly if they are not showing impact. All staff understand and use assessment information well to identify underachievement, identify barriers, evaluate impact and identify next steps.

Robust analysis of data and monitoring activities ensures an accurate understanding of progress and interventions that are leading to accelerated progress of DP thus impacting on pupil outcomes. Governors are clear on the progress and attainment of DP so that they can hold the HT/ST to account. Clear challenging targets for DP pupils are met by the end of the year.

Our PP monitoring cycle is part of our Quality Assurance calendar which is aligned with whole school monitoring programme. Regular meetings are had with all staff concerned to review impact of PP spending and we update the website termly in relation to PP.

Our provision for PP children is of a high standard which has led to much discussion and thought on how progress can be accelerated faster to achieve higher attainment for these pupils. Interventions this year have not seen the gap narrow as attainment has increased for all. School quality of provision is good so why is this group of children not reaching higher attainment? Much is down to incredibly low starting points, poor language, the multiple complex needs of many of these children and the family characteristics and parental involvement. Where parental involvement for this group of children appears good when it comes to assembly events, whole school days such as George and the Dragon, parents evening, Mens Day etc – the engagement of parents from this group of pupils in terms of learning remains low. We have discovered this by tracking DP on reading track, homework initiatives.

Where we feel we as a school are outstanding on providing links between home and school and supporting families wrought with difficulty, we need this link to actually raise attainment and create agreements concerning roles in learning. Links need to lead to higher attainment. DP parents often do not tend to come to the workshops provided, the information sessions and are often not as active in supporting their child's learning at home. This year's SIP is prioritising using the skills of our DHT and Senco to engage with these parents in the hope that this will raise aspiration and support given and give teachers increased release time to engage parents. We have excellent relationships with children and parents at Pinewood and we feel positive that we can support DP parents to engage at a higher level. Uptake on

parenting courses, reading courses etc. have had an average uptake historically but aren't impacting on data. Charles Desforges research on closing the gap has shown that parental engagement at the age of 7yrs has an overwhelming statistically striking effect on achievement at this age but that as children get older, parental effect on achievement declines in value. Therefore at the age of 7years of age, engaging with parents on learning at a high level would lead to a big return on money spent. We believe we are an outstanding school but research shows that children in weak schools with good parenting do better than children in good schools with weak parenting. This year the main PP spending and focus will be (in addition to continuing good practice above):

- 1. TA's to support quality first teaching and targeted intervention, small group phonics, help increase children's independence**
- 2. Improve language poverty (language lead, talk boost, narrative therapy, vocabulary focus in story times)**
- 3. Increased DP champion focus of EYFS lead**
- 4. DP champion - 3 days a week DHT A focus on high quality feedback (release time for teachers) – weekly discussions with pupils (Spring Term) working with small groups of children and families**
- 5. Additional teacher spring term x 1 day comprehension groups and HA Writing focus**
- 6. Release teachers to work with DP – all teachers to buy in and take responsibility for the attainment of the disadvantaged pupils in their class and give quality feedback in their learning**
- 7. ELSA training and support with emotional needs**
- 8. Breakfast club provision for reading and after school club for maths target group**
- 9. High quality CPD for all staff**
- 10. Trips and residentials and enrichment activities**
- 11. Convert the bus to a library to further children's breath and love of reading for pleasure (not using PP funding but is an attempt to engage the higher ability DP with wider reading.)**
- 12. HT and PP link governor updates and training**
- 13. To raise the confidence, profile and interaction of DP in lessons and in school life**

Longer term we would like to offer nursery places earlier at the age of 2 for disadvantaged pupils in order to address language poverty earlier and this will be a focus after we have assessed the success of the 30 hour entitlement.

**Related Sip Priority**



## Planning and evaluation outline

2017-18							
Pupil Premium used for:	Basis of allocation	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action	Specific intended outcomes:	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact:
<p><b>1. Teaching Assistants</b></p> <p><u>Pupil Focus:</u> To continue to use highly trained and competent TAs effectively to improve outcomes for disadvantaged pupils both inside the classroom and in interventions</p> <p><u>Small group tuition and 1:1 intervention including reading intervention (10 minute read and Read Praise Prompt) and pre/post maths teaching</u></p> <p><u>Reading and comprehension strategies</u></p> <p><u>Phonics groups</u></p>	<p><b>EEF (Education Endowment Foundation) Research</b></p> <p>Small group tuition +4</p> <p>Read comp+5</p> <p>Phonics group +4</p> <p>Oral lang interventions +5</p> <p>1:1 reading intervention +5</p>	<p><b>April 2017- April 2018</b></p> <p>£6451 each term out of PP budget</p> <p>Plus an additional £4368 out of school budget for PP children</p>	<p>Continued activity but tighter focus on individuals and the interventions used</p>	<p>Employ TA's in the classroom to support quality first teaching and to work with targeted pupils in the classrooms (F2-Y2)</p> <p>Read Praise Prompt (6 week blocks until targets met) F2-Y2</p> <p>10 Minute Read (same) (Y1/2) Targeted groups during Literacy, Numeracy and Phonics. (termly but evaluated half termly) F2-Y2)</p> <p>SP+lang interventions where appropriate (KW/PDS)</p>	<p>Raise attainment for DP in Reading, Writing and Maths (see targets).</p> <p>Increased comprehension skills in reading for Year 2 pupils.</p> <p>Targets on data analysis to be met</p> <p>All TAs have a clear understanding of their roles and responsibilities</p> <p>All TAs used effectively to maximise effect on pupil attainment</p> <p>All TAs delivering high quality interventions, high quality phonics sessions and are used appropriately in all lessons to maximise impact on DP</p>	<p>Through observations, learning walks, intervention meetings and observations, use of TAs in observations and learning walks, TA appraisals monitoring and tracking of interventions by HT/DHT/phase leaders.</p> <p>Success will be evidenced by data analysis ensuring all pupils make good and many accelerated progress to raise attainment</p> <p>Phonics tracking records</p> <p>Pupil progress review meetings, Appraisal and Pupil Premium tracker &amp; data analysis.</p>	

<u>and intervention</u> <u>Oral lang</u> <u>interventions</u>							
<b>2. Language Lead and TAs In Foundation</b> delivering Narrative therapy and Talk Boost  Poor language skills for our least able PP children is a real issue affecting attainment in the early years	<b>EEF Research</b> +4 months (small group tuition) +1 month (teaching assistants) Oral lang interventions +5	£1848 + some phonics time  Talk Boost purchase (£800) and then 1 hour per week teacher release + groups in TA time	As part of the above	Across the EYFS Supporting Quality First Teaching – separate inputs Small group work Targeted writing, reading, speaking and listening and maths provisions related to whole class learning objectives along with interaction in play. Let's interact model with all children	If successful the outcome will be: All DP pupils meet their end of year targets in CLL. Disadvantaged children with poor language and communication skills of will make accelerated progress in CLL The role of language lead will be embedded to promote CLL across EYFS and to monitor CLL progress. Story time will often focus on vocab development and discussion	Through pupil progress review meetings, case studies, & tracking of attendance, pupil premium tracker & data analysis.  EYFS lead will monitor progress and delivery and will monitor Language lead action plans half termly. Appraisal will be tightly linked to the role of the language lead and establishing a language rich culture across school	
<b>3.EYFS Lead - Pupil Premium Champion - focus on 1:1 feedback with PP children and parent structured conversations</b>	<b>EEF research</b> +3 parents +8 feedback	£1275 for 2 terms Autumn 2017, Spring 2018	New activity	Closer focus on DP, engaging every 3 weeks with parents through structured conversations and supporting parents with how they can support their children. Observing PP children to gain increased insight	All DP pupils meet their end of year targets in reading/writing/maths for attainment and progress As a result of this intervention our target is that the above target in GLD will be met and that all children make good and increased proportions make accelerated progress.	Through pupil progress review meetings, case studies, & tracking of attendance, pupil premium tracker & data analysis.	
<b>4. DHT Lead - Pupil Premium Champion -</b>	<b>EEF research</b> +3 parents	£12,000 per term	New activity	Closer focus on DP, engaging every 3 weeks with parents through	Tightly focused strategic leadership of PP A shared responsibility	Through pupil progress review meetings, case	

<p><b>focus on small group work for 5 mornings (up to 10 children) feedback with PP children and parent structured conversations – KS1</b></p> <p>Increased parental support of DP by creating a sustainable approach to parent partnerships</p> <p>Embed the 'Achievement for All' strategy' to improve progress rates for the most vulnerable learners</p>	+8 feedback			<p>structured conversations and supporting parents with how they can support their children. Observing PP children to gain increased insight 1 TA to work pre/post teaching for Maths with targeted groups of children.</p> <p>DHT to teach as an additional teacher 5 mornings for English, Maths and phonics starting January 2017</p> <p>Track attendance at events, attendance etc. Frequent Structured conversation approach for certain DP children with clear targets set for parent and child to achieve at home. Home school liaison to be maximised. PP Champion to meet weekly targeted KS1 parents following the morning small class teaching sessions</p>	<p>across school for attainment of DP Further inks with families actually impacting on attainment All DP pupils meet their end of year targets in reading/writing/maths for attainment and progress Parents attending structured conversations and engaging with learning at home Children responding to feedback Records of parents attendance at events show increased support from parents of DP. All DP parents attend parents evening Frequent liaison about learning (teacher release time)</p>	<p>studies, &amp; tracking of attendance, pupil premium tracker &amp; data analysis. Book Looks and evidence in books of feedback impacting on progress Records of structured conversations and parental engagement –link PP governor to monitor with HT</p>	
<p><b>5. Additional teacher 1 day a week starting January 2017</b></p>	<p><u>EEF research</u> +4 small group tuition</p>	<p>As part of school budget (1 day teacher's salary)</p>	<p>Comprehen group is a continuation GDS group a new activity</p>	<p>Additional Y2 teacher half a day a week starting January 2017 –Focus on GDS in maths and writing  1xpm Year 2 teacher to deliver comprehension skills sessions for targeted pupils (Spring term)</p>	<p>Increased percentages of children achieving GDS (see targets)  Increased percentages on gold and white band at the end of year 2 and increased percentages achieving NS/GDS.</p>	<p>This will be monitored through whole school intervention monitoring (HT/DHT), work in the books and tracking data over time</p>	

					Children to be able to use skimming and scanning techniques and make inferences more successfully.		
<b>6. Teachers release time to provide DP with high quality feedback on their learning and meet with parents where appropriate</b>	<b>EEF research</b> +3 parents +8 feedback	As part of the school day covered by TAs	New activity	All teachers in all classes give at least weekly feedback to DPs in writing and maths Review Feedback and marking procedures - ensure teachers have release time to have conversations with pupils for feedback and next steps to help raise attainment	Clear feedback impacts on work produced and progress evident in books  Feedback and marking is effective, resulting in DPs knowing their next steps in learning and contributes to good or better progress of all children from their starting points	KS leaders to co-ordinate and monitor release time Feedback observations as part of monitoring cycle	
<b>7.ELSA training and then TA working with targeted children</b>	<b>EEF Research</b> +4 months (social and emotional learning SEL)	<b>Sept 2016 to March 2017</b> Katie Wilson	£2166	Emotional coaching and literacy support TA to work with identified identified pupils to address barriers to learning arising from social / emotional difficulties through 1:1 sessions. 8 children	If successful the outcome will be: emotional health and wellbeing needs of 8 pupils will have been met within a safe environment in order to improve mental health and increase engagement in learning experiences. Children showing greater resilience in the classroom and their emotional needs being met. This should impact on academic attainment and readiness for learning and data targets met with progress being accelerated	Through pupil progress review meetings & tracking of attendance, pupil premium tracker & data analysis and general observations of the child (SENCO).	

<b>8. Breakfast club provision for reading and after school club for maths target group</b>	<b><u>Small group tuition +4</u></b>	Paula Bramley and Katie Wilson (Y2 Reading+ Year 1 summer term) Hayley Woodward (Y2 Maths), Sue Grant (Year 1 Maths)	As part of TA cost above	Extra reading support and maths	More children reading at age typical level – see year group targets Targeted children make accelerated progress through book bands	Through whole school monitoring cycle by SLT, Pupil progress review meetings and Pupil Premium tracker & data analysis Intervention monitoring Assessment records Test data	
<b>9. CPD for staff-</b> High quality and focused training for all staff including specialist subject knowledge  To develop staff knowledge and understanding of effective teaching and learning strategies to CtG		CPD budget (school budget)	Continued activity but increased focus and funding	To grow a specialist maths teacher through the maths hub and teaching alliance opportunities Guided reading training Guided writing sequences training Rainbow grammar Jane Gill Maths Boys writing and writing through quality texts Continue to work in triads to ensure consistent excellent teaching across school  Provide CPD during staff meeting on barriers, strategies, limitations, strengths with a focus on	Increased proportion of outstanding teaching across school – pupil targets being met Children have specialist support to meet their needs. Highly trained TAs running interventions Mastery approach to the teaching of maths NQT confident in maths teaching leading to children making good/accelerated progress  Staff are confident in how they can support children to achieve and narrow the	CPD forms Application of CPD in observations Children making good/accelerated progress Vulnerable children engaging in appropriate lessons showing good outcomes in observations and in books	

				strategies to support the CtG agenda  Carry out frequent work scrutinies focusing on PP And pupil pursuits	gap		
<b>10. Contribution towards some trips and residential etc. if required Extra Curricular clubs</b>	<b><u>Social and emotional impact of doing an extra-curricular out of school activity</u></b>	All KS1 teachers and TAs	£1000 And Part of school provision	Contribution towards Y2 residential, trips and visitors in to school Variety of clubs offered	Variety of experiences leading to quality curriculum work evidenced in books Greater involvement in school life and a breadth of experiences being offered – Over 90% of DP to be undertake an after school club activity	DHT/HT to monitor take up of activities by PP children and the learning it has led to in books HT to monitor take up of activities by PP children`	
<b>11. Renovate our double decker bus into a library</b>	Offering greater opportunity to read for pleasure and access quality texts including different genres and a wide range of content topics	£8000 school budget	New	To encourage our children to read for pleasure	Increased proportions of children read for pleasure. To extend the reading range of higher ability pupils To further encourage our parents to engage with children in reading	If successful the bus will be an inviting library used by all classes, at lunch time and after school	
<b>12. HT and PP governor To keep up to date with good practise in supporting DPs</b>		£375 per year	Ongoing	HT attending HT training, Pupil premium conference, pupil premium networks, purchase recommended books, regularly review EEF work and closing the gap specialist, purchase Marc Rowland books etc Continue to Spend half a	Clarity of good practice Quality provision showing through data  Link governor is clear about role and remit and feels well informed to hold the SLT to account.	Conference notes Staff meeting minutes/power points Data Quality of PP plans PP related questions during	

				<p>day with each term with Link PP governor discussing and providing information about PP, observing DP, work scrutiny, pupil voice etc</p> <p>PP governor training</p>	<p>Link governor is holding key leaders to account, asking questions relating to pupil outcomes and the impact of PP spending</p>	<p>governor meetings and PP link governor minutes</p>	
<p><b>13.To raise the confidence, profile and interaction of DP in lessons and in school life</b></p>		NA	Ongoing	<p>DP pupil interviews</p> <p>Providing a range of additional clubs to meet the needs of DP Further target individuals to certain clubs in 2017-18</p> <p>Lollipop sticks in green for DP – ensure they are being used</p> <p>Ensure representatives of DP on councils</p> <p>Invite to an art club to raise their engagement and involvement</p>	<p>A clear understanding of thoughts and provision of the education we are providing DP leads to more engaged children Attendance at clubs –aim for 98% DP. Clear understanding of the views of PP</p>	<p>Pupil voice interviews Governor involvement Observations Learning walks Interview records Engagement during lessons</p> <p>Termly by HT, DHT and link governor</p>	