

1. Summary Information					
Academic Year	2016-17	Total PP budget	£191,480	Date of most recent internal PPG review	July 2017
Total number of pupils	343	Number of pupils eligible for PPG	152	Date of next internal PPG review	July 2018

2. Attainment of Children receiving Pupil Premium Grant (FSM6) at the end of KS2 2017									
	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
	Expected + (100 - 120)	Higher Standard (110 - 120)	Expected +	Greater Depth	Expected + (100 - 120)	Higher Standard (110 - 120)	Expected + (100 - 120)	Higher Standard (110 - 120)	Expected Standard
Mayfield	50.0%	5.0%	68.0%	9.0%	68.0%	5.0%	73.0%	23.0%	64.0%
Lancashire									

3. Barriers to future attainment (for all pupils eligible for PPG regardless of ability)	
In- school barriers	
A.	Some pupils have social, emotional and behavioural needs which can be detrimental to learning.
B.	Some pupils who qualify for PPG also have specific SEND needs.
C.	Some pupils have lower on entry attainment which may mean that they are at a higher risk of not achieving age related expectations.

External barriers	
D.	Some children have limited cultural / life experiences.
E.	Some children are vulnerable to poor attendance/ punctuality.
F.	High mobility
G.	Parenting Skills

4. Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A.	Children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress.	Disadvantaged children with emotional and behavioural needs make good progress regardless of barriers.
B.	Progress of SEND children in receipt of PPG funding is in line with the progress of other children.	Pupils make expected or better than expected progress from their starting points.
C.	All pupils are supported to make expected or better than expected progress in Maths and English through high quality teaching and a range of intervention strategies.	Increase the percentage of PPG pupils who achieve the following: GLD in EYFS Pass Y1 Phonics Screening Achieve ARE in both KS1 & KS2 Make better than expected progress.

D.	All pupils have the chance to take part in curriculum enrichment activities after school/ educational and residential visits irrespective of income.	Financial factors are not a barrier to attending visits or participating in enrichment activities and pupils in receipt of PPG can attend.
E.	Pupils and families with low attendance, high persistence absence and poor punctuality levels are supported and challenged.	Improved levels of attendance and punctuality and a decrease in persistent absentees.
F.	Children joining school after Reception have better outcomes in school	Attainment and progress of mobility children in line with all children.
G.	Improved support from parents regarding routines, behaviour and homework.	More engagement from parents regarding routines, behaviour and homework.

5. Planned expenditure

Academic year	2016 -17				
Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence / rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils are supported to make expected or better than expected progress in Maths and English	Consistent and prescriptive intervention strategies that are proven to get good results.	Instill confidence in TAs delivering interventions. Intervention strategies have a measurable impact.	Classroom interventions are monitored and evaluated. PPG children will be a focus of lesson	HT AHT SENDCo CTs	September 2017

through high quality teaching and a range of intervention strategies.	Monitoring of teaching and learning.		observations and work scrutinies.		
Children joining school after Reception have better outcomes in school	Robust assessment on entry Consistent and prescriptive intervention strategies that are proven to get good results. Monitoring of teaching and learning.	Instill confidence in TAs delivering interventions. Intervention strategies have a measurable impact.	Classroom interventions are monitored and evaluated. PPG children will be a focus of lesson observations and work scrutinies.	CTs HT AHT	September 2017
Targeted Support					
Progress of SEND children in receipt of PPG funding is in line with the progress of other children.	Plan targeted group and individual intervention. Effectively evaluate SEND provision.	Some pupils need targeted support. This can be tailored so that pupils can meet individual targets and progress to next steps.	Monitoring of provision maps and IEPs Challenge at termly pupil progress meetings. Observations through learning walks.	HT AHT SENDCo	September 2017
Children with emotional and behavioural needs receive targeted	Support from FLM and CAMHS	Some pupils need targeted support to develop both social skills and	Observations of learning and behavior through learning walks.	HT AHT SENDCo	September 2017

interventions to ensure that they make expected or better than expected progress.	Input from Stepping Stones and EP for pupils at risk of exclusion.	behaviour for learning.			
Other approaches					
All pupils have the chance to take part in curriculum enrichment activities after school/ educational and residential visits irrespective of income.	Planned enrichment activities to encompass / support pupils interests in sports, arts and culture. Activities funded / subsidised by PPG funding.	There is evidence to show that engagement in such activities benefits both pupil's learning and their behaviour.	Greater numbers of pupils access activities and visits.	CTs HT	September 2017
Pupils and families with low attendance, high persistence absence and poor punctuality levels are supported and challenged.	Attendance support for pupils and families led by FLM	Absence rates for disadvantaged pupils are above those of other pupils.	Identification of vulnerable children with poor attendance, poor punctuality. Regular monitoring and challenge.	FLM HT	September 2017
Improved support from parents regarding routines,	FLM support for targeted families. CAF / TAF process used	Research shows that children wh display challenging behaviours in	Regular meetings with FLM / SENDCo /HT TAF meetings	FLM HT SENDCo	September 2017

behaviour and homework.	for signposting to other agencies when needed.	school often have less routine and structure than others.			
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6. Review of expenditure			
Academic year	2016-17		
Quality of teaching for all			
Item / Project	Cost	Objective	Outcome / Impact
Targeted intervention for small groups (recognising PPG children within this and including the employment of TAs to run interventions.)	146831.33	Raising standards in Reading, Writing & Maths	Children have made progress. Additional strategies for measuring progress in small steps (eg PIVATS) have been put into place. Provision maps show entry and exit data for each intervention allowing impact to be measured.
Specialist input / advice for SEND children in receipt of PPG funding	15000.00	Raising standards in Reading, Writing & Maths	SEND children in receipt of PPG funding are assessed by specialist teachers / Educational Psychologist and the advice is used to write IEPs and inform strategies for teaching.
Subsidy of educational visits	4185.59	Greater numbers of pupils access	All children have been able to experience a range of school visits building teamwork, social

		educational visits and the wider experiences they bring.	skills and levels of enrichment.
Subsidy of visitors into school.	3021.30	All pupils access visitors and different learning experiences	Visitors to school have had a positive impact on the enrichment of subjects and topics delivered in school.
Targeted Support			
Employment of FLM to support vulnerable families.	15355.56	Improved levels of attendance and punctuality and a decrease in persistent absentees.	FLM supporting a number of vulnerable families building positive relationships. Outside agencies are signposted to these families and persistent absenteeism and late arrivals are challenged.
Counselling from CAMHS tier 1 support worker for identified pupils	1300.00	Pupils emotional needs are addressed in a safe setting.	Positive impact on emotional wellbeing for identified pupils.
Other approaches			
Provision of resources for extra curricular activities	187.72	To provide a variety of extra curricular activities to enrich pupils experiences.	Large numbers of children attended extra curricular clubs and participated in different activities. Some clubs such as Cookery were targeted specifically at PPG children and were well attended.
AFC Fylde community sports to engage and	4510.00	Engagement in sporting activities reduces instances	Pupils have participated in different sporting activities. Some pupils have benefitted from being involved in structured activities over lunchtime and

<p>support pupils at lunchtime and at after school clubs.</p>		<p>of poor behaviour and helps pupils develop skills. Promoting healthy lifestyle choices.</p>	<p>instances of poor behavior are reduced. Pupils have seen positive male role models, developed positive relationships and are inspired to make healthy lifestyle choices.</p>
<p>To subsidise a range of out of classroom experiences for pupils to develop their cultural and artistic development.</p>	<p>1088.50</p>	<p>All pupils access different learning experiences</p>	<p>All children have been able to experience a range of experiences developing cultural and artistic development.</p>