

1. Summary Information					
Academic Year	2017-18	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	57.2%	13.1%	64.7%	9.7%	61.7%	9.6%	65.1%	17.9%	70.5%

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.

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

<b>4. Desired outcomes</b>		
<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A.</b>	<b>Children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress.</b>	<b>Disadvantaged children with emotional and behavioural needs make good progress regardless of barriers.</b>
<b>B.</b>	<b>Progress of SEND children in receipt of PPG funding is in line with the progress of other children.</b>	<b>Pupils make expected or better than expected progress from their starting points.</b>
<b>C.</b>	<b>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.</b>	<b>Increase the percentage of PPG pupils who achieve the following:  GLD in EYFS  Pass Y1 Phonics Screening  Achieve ARE in both KS1 &amp; KS2  Make better than expected progress.</b>

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

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 -18</b>				
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence / rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>All pupils are supported to make expected or better than expected progress in Maths and English</b>	<b>Consistent and prescriptive intervention strategies that are proven to get good results.</b>	<b>Instill confidence in TAs delivering interventions. Intervention strategies have a measurable impact.</b>	<b>Classroom interventions are monitored and evaluated.  PPG children will be a focus of lesson</b>	<b>HT AHT SENDCo CTs</b>	<b>September 2018</b>

<b>through high quality teaching and a range of intervention strategies.</b>	<b>Monitoring of teaching and learning.</b>		<b>observations and work scrutinies.</b>		
<b>Children joining school after Reception have better outcomes in school</b>	<b>Robust assessment on entry Consistent and prescriptive intervention strategies that are proven to get good results. Monitoring of teaching and learning.</b>	<b>Instill confidence in TAs delivering interventions. Intervention strategies have a measurable impact.</b>	<b>Classroom interventions are monitored and evaluated.  PPG children will be a focus of lesson observations and work scrutinies.</b>	<b>CTs HT AHT</b>	<b>September 2018</b>
<b>Targeted Support</b>					
<b>Progress of SEND children in receipt of PPG funding is in line with the progress of other children.</b>	<b>Plan targeted group and individual intervention. Effectively evaluate SEND provision.</b>	<b>Some pupils need targeted support. This can be tailored so that pupils can meet individual targets and progress to next steps.</b>	<b>Monitoring of provision maps and IEPs Challenge at termly pupil progress meetings. Observations through learning walks.</b>	<b>HT AHT SENDCo</b>	<b>September 2018</b>
<b>Children with emotional and behavioural needs receive targeted</b>	<b>Support from FLM and CAMHS</b>	<b>Some pupils need targeted support to develop both social skills and</b>	<b>Observations of learning and behavior through learning walks.</b>	<b>HT AHT SENDCo</b>	<b>September 2018</b>

<b>interventions to ensure that they make expected or better than expected progress.</b>	<b>Input from Stepping Stones and EP for pupils at risk of exclusion.</b>	<b>behaviour for learning.</b>			
<b>Other approaches</b>					
<b>All pupils have the chance to take part in curriculum enrichment activities after school/ educational and residential visits irrespective of income.</b>	<b>Planned enrichment activities to encompass / support pupils interests in sports, arts and culture. Activities funded / subsidised by PPG funding.</b>	<b>There is evidence to show that engagement in such activities benefits both pupil's learning and their behaviour.</b>	<b>Greater numbers of pupils access activities and visits.</b>	<b>CTs HT</b>	<b>September 2018</b>
<b>Pupils and families with low attendance, high persistence absence and poor punctuality levels are supported and challenged.</b>	<b>Attendance support for pupils and families led by FLM</b>	<b>Absence rates for disadvantaged pupils are above those of other pupils.</b>	<b>Identification of vulnerable children with poor attendance, poor punctuality. Regular monitoring and challenge.</b>	<b>FLM HT</b>	<b>September 2018</b>
<b>Improved support from parents regarding routines,</b>	<b>FLM support for targeted families. CAF / TAF process used</b>	<b>Research shows that children wh display challenging behaviours in</b>	<b>Regular meetings with FLM / SENDCo /HT TAF meetings</b>	<b>FLM HT SENDCo</b>	<b>September 2018</b>

<b>behaviour and homework.</b>	<b>for signposting to other agencies when needed.</b>	<b>school often have less routine and structure than others.</b>			
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<b>6. Review of expenditure</b>			
<b>Academic year</b>	<b>2017-18</b>		
<b>Quality of teaching for all</b>			
<b>Item / Project</b>	<b>Cost</b>	<b>Objective</b>	<b>Outcome / Impact</b>
<b>Targeted intervention for small groups (recognising PPG children within this and including the employment of TAs to run interventions.)</b>	<b>£109683</b>	<b>Raising standards in Reading, Writing &amp; Maths</b>	<b>More specific interventions needed to ascertain progress for a higher number of pupils in receipt of PPG. This needs to be accelerated.</b>
<b>Specialist input / advice for SEND children in receipt of PPG funding</b>	<b>£9400</b>	<b>Raising standards in Reading, Writing &amp; Maths</b>	<b>Graduated approach favoured by LCC in place. Specific input from Occupational Therapists and Educational psychologists has been used to plan activities and support and has made a notable difference.</b>

<b>Subsidy of educational visits</b>	<b>£5112</b>	<b>Greater numbers of pupils access educational visits and the wider experiences they bring.</b>	<b>Pupils have enjoyed and benefitted experiencing a range of school visits building teamwork, social skills and levels of enrichment.</b>
<b>Subsidy of visitors into school.</b>	<b>£3020</b>	<b>All pupils access visitors and different learning experiences</b>	<b>Pupils have enjoyed and benefitted from visitors in school. Visitors to school have had a positive impact on the enrichment of subjects and topics delivered in school.</b>
<b>Targeted Support</b>			
<b>Employment of FLM to support vulnerable families.</b>	<b>£16902</b>	<b>Improved levels of attendance and punctuality and a decrease in persistent absentees.</b>	<b>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. More rigorous challenge is occurring since the recent Ofsted inspection.</b>
<b>Counselling from CAMHS tier 1 support worker for identified pupils</b>	<b>£12400</b>	<b>Pupils emotional needs are addressed in a safe setting.</b>	<b>The input from the previous CAMHS worker was disappointing. A new counsellor has been employed by the school from September 2018.</b>
<b>Other approaches</b>			
<b>Provision of resources for extra curricular activities</b>	<b>£200</b>	<b>To provide a variety of extra curricular activities to enrich pupils experiences.</b>	<b>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.</b>

<b>AFC Fylde community sports to engage and support pupils at lunchtime and at after school clubs.</b>	<b>£4510</b>	<b>Engagement in sporting activities reduces instances of poor behaviour and helps pupils develop skills. Promoting healthy lifestyle choices.</b>	<b>Pupils have participated in different sporting activities. Some pupils have benefitted from being involved in structured activities over lunchtime and instances of poor behavior are reduced. Pupils have seen positive male role models, developed positive relationships and are inspired to make healthy lifestyle choices.</b>
<b>To subsidise a range of out of classroom experiences for pupils to develop their cultural and artistic development.</b>	<b>£2000</b>	<b>All pupils access different learning experiences</b>	<b>All children have been able to experience a range of experiences developing cultural and artistic development.</b>