

	Amount	Pupils benefiting	EEF toolkit area	EEF	Comments	Resource	September 2015 – July 2016 Objective	Success Criteria	Mid-year Review 2016 Do we need to do anything differently?	Jul-16 End of year review What impact has this made?	Monitoring Thoughts for next year
								Main success criteria the percentage of PP children at Age Related Expectations is in line with, or greater than, non Pupil Premium pupils			
1	Nil	20	Metacognition and self-regulation	8 Mont hs+	Engaging learners and looking at learning from the perspective of a Pupil Premium Learner	Senior staff act as 'Feedback Partners' to groups of PP children in each year group (HT, DHT, SENCO and Teaching Coach)	To work with individual children to increase their engagement in learning and involvement in target setting and achieving goals	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Expand next year to include parental engagement. Awaiting Milestone 3 data.	Yr 5 - increase to 'Yr 6 readiness' in R/W/M of 33% (compared to non FG of 12%). Data for other year groups not yet available.	Expand this to more staff (HT/DHT/2 LSAs and 1 sports coach).
2	NA	All	Feedback and marking	8 Mont hs+	Feedback redirects or refocuses either the teacher's actions to achieve a goal, by aligning effort and activity with an outcome.	New system for feedback and marking introduced which includes specific direction for DIRT time and checking of pupils' responses.	Increase engagement in their learning.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Observations and work scrutiny evidence improved dialogue in books and evidence of gaps being closed (using gap Directed Independent Reflection Time).	Yr5 PP gap has reduced in writing by 3% and 4% in maths. The gap in Yr4 has reduced by 12% in reading, 8% in writing and 14% in maths. In yr 3 the PP gap in writing has reduced by 6% and 3% in maths.	Expand to include more peer assessment.
3	3500	All LAC children	Metacognition and self-regulation	8 Mont hs+	Finding barriers to learning for children not making appropriate progress and teaching strategies for success.	ELSA/teacher work with LAC using Hampshire PEP Toolkit which recognises they have the ability to achieve and teaching strategies to support this. Also CiC activities, clothing and resources etc.	Improved self-regulation	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Work scrutiny evidences progress across all core subjects. Dip into Data reviews show elements of independence and resilience learning behaviours. Awaiting data from Milestone 3.	Yr 3 increase of 9% ARE and above for PP in reading. Increase of 6% in writing and 15% in maths. Yr4 5% increase in ARE+ in writing and 25% increase in maths. Yr 5 13% increase in ARE+ in writing and 18% in maths.	Pupil Premium Champion to review data regularly and target as appropriate alongside Designated Teacher for Looked After Children.
4	Nil	All	Metacognition and self-regulation	8 Mont hs+	Increasing aspirations for Pupil Premium learners and ensuring they understand the effect of effort and practice on success.	Whole school INSET on growth mindsets and the importance of effort and practice (Feb 2015). Introduction to pupils in September 2015. Discussions with 'Growth Mindset' champion to ensure this mindset is sustained.	Increase children's understanding of how their effort and mindset can improve their progress across the curriculum.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Growth Mindset embedded across school (academic and extra curricular). 'Learning from Mistakes' Rube Goldberg activity afternoon refocused growth mindset mid year and built resilience. Increased focus on working with individual families.	Positive.	We will expand this learning next year and target Pupil Premium children and families.
5	45000	All	Metacognition and self-regulation	8 Mont hs+	Key to success for all learners, but especially Pupil premium pupils is Quality First Teaching and being actively involved in their own learning.	Funding for teaching coach support (all children)	Full time coaching to improve quality of teaching and learning plus link in Performance Management to teachers and LSAs accountability for vulnerable groups.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	117 coaching sessions have been completed across all year groups which have supported teachers in all classes to accelerate progress. All PP children have benefitted from the enhanced within class teaching. Data shows that there has been an increase of PP children attaining ARE or above of 14% in maths. In reading, PP children at ARE or above for the initial assessment have kept up with the increased expectation for ARE across the year. NB ARE = Age Related Expectations. Awaiting writing data. Teaching milestones reached.	Yr5 PP gap has reduced in writing by 3% and 4% in maths. The gap in Yr4 has reduced by 12% in reading, 8% in writing and 14% in maths. In yr 3 the PP gap in writing has reduced by 6% and 3% in maths.	Coaching will be shared by 5 senior leaders and overseen by the HT.
6	NA as PP funding not being used to fund	All	Metacognition and self-regulation	8 Mont hs+	To ensure Quality First Teaching for pupils, our approach to Assessment for Learning focuses on moving children on in their learning quickly and successfully. Both the teacher and LSA in class need to be adept at modelling, scaffolding and checking application of learners' skills and know how to progress children effectively.	Skills audit of LSAs followed by individual training (including coaching as 'mini teachers') to ensure all LSAs are moderated 'good' or better. Teachers' planning includes LSA responsibilities in terms of discussing, modelling and application of new skills. LSAs undertaking interventions are responsible for recording and tracking progress, under the supervision of the Inclusion Manager.	Ensure all staff are accountable for achieving expected progress	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	44 coaching sessions have been carried out with LSAs and the percentage of good or above LSA teaching has increased. Discuss - model - apply is being consistently applied by LSAs. LSAs are being used to support all attainment groups in classes. LSAs are given children more opportunities for pair talk.	Yr5 PP gap has reduced in writing by 3% and 4% in maths. The gap in Yr4 has reduced by 12% in reading, 8% in writing and 14% in maths. In yr 3 the PP gap in writing has reduced by 6% and 3% in maths.	As above. From September, we will be changing the morning timetable to accommodate Blended English. This new way of planning will contextualise the learning of reading, spellings and grammar

7	NA	50	Peer tutoring	6 Mont hs+	Cross-age tutoring has been very successful in moving learners forward (both the tutor and the tutee)	WEB Team stands for Writing Engaging Boys. This is a targeted support for boys in year 3/4 who are struggling/stuck in their writing level. They have an older (Yr 5/6) 'buddy' who helps them with their targets, looks at their work and brings their work along so the younger boys can see some great examples of writing from older boys. There is now also a GROW team which is a team for year 6 girls to give extra support and feedback.	Improve outcomes in writing for WEB Team members	The gap between PP and non PP children is narrowed in writing at each assessment point.	No data available.	Yr5 PP gap has reduced in writing by 3% Yr 4 gas has reduced by 8% and 6% in year 3. 3% more boys attending WEB team (Yr 5) moved to 'expected' during the year (compared to Yr 5 boys who were not in WEB team).	Continue cross-age tutoring but with less children so teachers/mentors can be more focused.
8	1000	20	Social and emotional learning	4 Mont hs+	Children have art and DT resources to ensure a holistic curriculum for them	Provision for materials and equipment for Nurture and ELSA rooms	Provide support through a well-resourced and staffed Nurture Room to meet the needs of vulnerable children	Children's emotional literacy improves in order to access learning (Boxall profiles)	See review for lines 10 and 11	Yr5 - 58% ARE+ in reading, 47% writing (increase of 14%), 53% maths (increase of 31%) Yr4 77% ARE+ for reading (increase of 31%), writing 31%, maths 67% (increase of 21%) Yr 3 reading ARE+ 62% (increase of 37%) 54% writing (increase of 9%) and 54% maths (increase of 21%)	Continue
9	NIL	20	1-2-1 tracking of a pupil through a lesson	6 Mont hs+	Ensuring gaps in learning are tackled.	Personalised programmes for children whose progress is 'stuck'. This includes 'dip into data' resource to try to assess barriers to learning for children whose progress is slow - this is then communicated to the teacher and collaborative actions are agreed.	Increase individual progress rates and progress rates within individual classes	Percentage of PP children at Age Related Expectations in line with or greater than non PP children.	Assistant Headteacher has carried out 20 Dip Into Data reviews across the whole school. Actions have been fed back to class teachers and next steps agreed. Teachers have then completed a review document to track progress against these targets. This has ensured individual children have been fully supported in class.	Yr 3 increase of 9% ARE and above for PP in reading. Increase of 6% in writing and 15% in maths. Yr4 5% increase in ARE+ in writing and 25% increase in maths. Yr 5 13% increase in ARE+ in writing and 18% in maths.	Next year we will use different strategies.
10	43000	60	Social and emotional learning	4 Mont hs+	Finding barriers to learning for children not making appropriate progress and teaching strategies for success.	Funding for 2 ELSAs	Provide 2 fulltime ELSAs plus 'drop-in' facility for Emotional Literacy Support during lunchtimes	Children's emotional literacy improves in order to access learning and make the same or more progress than all children	100% of pupils improved in their target area. 100% improved in at least one area of emotional literacy, 95% improved in 2 areas, 76% in 3, 60% in 4 and 22% in all 5 areas.	100% of pupils have improved in their target area for the year. For rdg, wtg, maths in years 3 and 5, ELSA pupils have made more average progress than all pupils. Yr 4 made more progress in reading and yr 6 in writing and maths.	Continue as essential to tackle barriers which will block learning.
11	10000	20	Social and emotional learning	4 Mont hs+	Finding barriers to learning for children not making appropriate progress and teaching strategies for success.	Funding for 2 LSAs 2 hours a day x 5 afternoon sessions per week	Provide support through a well-resourced and staffed Nurture Room to meet the needs of vulnerable children	Children's emotional literacy improves in order to access learning (Boxall profiles)	Boxall profile data shows that the PP pupils have increased on average by 17 points in terms of Developmental Strands (anything over 0 is positive) and decreased by -15 points in Diagnostic Profile (less than 0 is good).	Boxall profile data shows that the PP pupils have increased on average by 17 points in terms of Developmental Strands (anything over 0 is positive) and decreased by -15 points in Diagnostic Profile (less than 0 is good).	Trained LSAs will utilise their skills working with PP pupils (who may have learning, attendance or confidence barriers) and their families.
12	4500	30	Social and emotional learning	4 Mont hs+	Individual and group support for parents of children whose behaviour may be challenging or concerning.	Funding for Parent Support Advisor 4.5 hours a week	To work with families and children to ensure that pupils attend school and access learning	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Our PSA has worked with 31 Abbotswood families since September.	PSA has been used with all families who have CP or Child in Need plans to support the family with behaviour or emotional needs.	Continue as essential to tackle barriers which will block learning.
13	17000	150	Reducing class sizes	3 Mont hs+	Core subjects are targeted and where there are gaps in the learning, reduced classes provide a higher adult ratio.	Funding for extra teacher 5 morning sessions per week	To provide an additional set for Year 6 every morning	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Extra set has low teacher to pupil ratio to ensure these pupils have received more dedicated teacher time in maths and literacy. This has ensured that gaps in learning have been narrowed.	64% writing ARE+ (significant improvement against milestone 2 data) 13% reading and 13% maths	In class provision will be provided instead.
14	18000	150	Sports participation	2 Mont hs+	Sport plays a major part in engaging pupils at Abbotswood. We are targeting PP pupils to join clubs and teams, especially before school to ensure they are punctual. This includes non-sports clubs such as Minecraft Club and Board in the City.	Funding for Sports Coach	Increase number of PP children participating in clubs by calling all PP parents to invite them.	The percentage of PP children in clubs is maintained or increased.	Percentage of PP children attending clubs is 50%. Compared to 49% last year. 10 PP children attend additional PE through Rockets. 17 PP children have represented the school at Level 2 competition. 5 PP children have represented the school at Level 3 competition	Percentage of PP children attending clubs is 50%. Compared to 49% last year. 10 PP children attend additional PE through Rockets. 17 PP children have represented the school at Level 2 competition. 5 PP children have represented the school at Level 3 competition	Continue
15	2500	9	Sports participation	2 Mont hs+	We believe no child should miss the experience of joining a trip or residential they want to go on.	Provision for Pupil Premium children to go on trips and residential and for swimming, dance and other outside activities for PP children & CiC	All children can attend trips and residential	All families who request support receive support	PP children have been given the opportunity to go on residential to boost their wider experiences.	7 PP pupils were assisted financially to go on a residential trip. (50% of total cost).	Proactively offer PP parents support with finance for residential.

16	500	As required			This is a statutory requirement.	Provision of milk for any FSM child who would like it	Increase engagement in their learning.	Any child entitled to receive free milk, receives free milk	Statutory requirement	NA	Continue
17	NIL	All			Justice Blocks for PP children	Justice blocks, Best practice toolkit with marking evidence	To give 'justice' to PP children within quality first teaching to ensure they keep up with their peers.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	Up and running. Teachers effectively targeting PP children through Quality First teaching. Increased verbal dialogue with PP children evidenced in books consolidating and extending learning. Staff meeting July 2016 re individualisation of provision for PP children through Justice Blocks.	Yr5 PP gap has reduced in writing by 3% and 4% in maths. The gap in Yr4 has reduced by 12% in reading, 8% in writing and 14% in maths. In yr 3 the PP gap in writing has reduced by 6% and 3% in maths.	Expand
18	NIL	All			Highlighting PP children so teachers know their PP children and their data within a new assessment system. New year leader reporting to identify key PP children within report so can be supported within coaching and work sampling etc.	Class Pyramids - year leader reports	To ensure key PP children are identified and a triangulation approach to ensuring their gaps are closed - PPM, year leader support and coaching.	The gap between PP and non PP children is narrowed across all 3 subjects at each assessment point.	New assessment system now in place so tracking to the end of the year will be possible.	Yr5 PP gap has reduced in writing by 3% and 4% in maths. The gap in Yr4 has reduced by 12% in reading, 8% in writing and 14% in maths. In yr 3 the PP gap in writing has reduced by 6% and 3% in maths.	Continue
19	NIL	87	Small group tuition	+ 4 MTHs	Data shows gaps in maths knowledge for PP children is preventing them from achieving as highly as their peers.	1:3 teacher/pupil ratio maths boosters over a 9 week period (staff meeting time)	To ensure PP children receive extra support to fill gaps in maths knowledge and understanding.	Progress for these children is accelerated in comparison with their peers.	92% pupil premium children who attended booster sessions made expected or better progress over 3 months (compared to 16% for PP children who did not attend boosters).	46% ARE + in maths (increase of 23%)	Repeat with an amended timetable.
					NB White rows denote initiatives that do not require extra funding						-