

Pupil premium strategy statement (primary)

1. Summary information					
School	Landau Forte Academy Moorhead				
Academic Year	2017/18	Total PP budget	£191000	Date of most recent PP Review	August 2017
Total number of pupils	280 PAN	Number of pupils eligible for PP	121 3 LAC	Date for next internal review of this strategy	October 2017

2. Current attainment		
Year 6 - Intake 2011 – Key Stage 2 Results	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (combined)	2017 – 17% - PPG achieved combined 2018 – achieved based on mocks – 43% 2018 – on track – 50%	67%
progress in reading	2017 -1.9 2018 on track – 50%	0.33
progress in writing	2017 -1.47 2018 on track – 60%	0.18
progress in SPaG	2018 on track – 50%	
progress in maths	2017 -0.63 2018 on track – 65%	0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Maths teaching has not yielded positive outcomes across the school
B.	Reading progress is inconsistent, whilst word reading is much improved, children’s understanding lags behind their peers nationally.
C.	Limited range vocabulary throughout the school, this is having a detrimental impact on children’s ability to extend their writing
D.	High ability children have not been systematically challenged across the curriculum, too much coasting within the highest ability children.
E.	Limited attendance of PPG children at After School Clubs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance of some children remains of concern, despite progress made to reduce PA in recent years. Punctuality is also a concern and is contributing significantly to some children’s attendance totals.
G.	Limited opportunity for cultural experience for some children. This impacts their ability to use their imagination and transfer skills/ experiences to their learning

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																																																																																							
A.	Improve outcomes for children in Maths	<p>Increase % of children with a PUMA SAS 100+</p> <table border="1"> <thead> <tr> <th>Intake</th> <th>% 100+ Jul 2017</th> <th>% 100+ Jul 2018</th> <th>% 100+ Dec 17</th> <th>% 100+ Mar 18</th> </tr> </thead> <tbody> <tr><td>2011 – 6</td><td>24</td><td>50</td><td>38%</td><td>30%</td></tr> <tr><td>2012 – 5</td><td>56</td><td>70</td><td>45%</td><td>45%</td></tr> <tr><td>2013 – 4</td><td>43</td><td>75</td><td>25%</td><td>53%</td></tr> <tr><td>2014 – 3</td><td>31</td><td>50</td><td>29%</td><td>35%</td></tr> <tr><td>2015 – 2</td><td>74</td><td>80</td><td>44%</td><td>44%</td></tr> <tr><td>2016 - 1</td><td>58</td><td>80</td><td>23%</td><td>17%</td></tr> </tbody> </table> <p>Targets set are considered to be highly aspirational</p> <p>January 2018 - Changes to the school population have had an impact on achievement. Since the Summer tests a number of high ability leavers have been replaced with lower ability starters. This impact is shared in all areas. In-class performance remains higher than test situations. Greenacres have also seen a dip in Pira and Puma results for Autumn Testing.</p>	Intake	% 100+ Jul 2017	% 100+ Jul 2018	% 100+ Dec 17	% 100+ Mar 18	2011 – 6	24	50	38%	30%	2012 – 5	56	70	45%	45%	2013 – 4	43	75	25%	53%	2014 – 3	31	50	29%	35%	2015 – 2	74	80	44%	44%	2016 - 1	58	80	23%	17%																																																																				
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E.	Increase attendance of PPG children at Clubs	<p>To increase attendance at clubs in line with the population of the school (approximately 44%) December 2017</p> <table border="1" data-bbox="936 102 2141 245"> <thead> <tr> <th>Club</th> <th>Archery</th> <th>Art</th> <th>Choir</th> <th>Dance</th> <th>Gardening</th> <th>Golf</th> <th>Homework</th> <th>Martial Arts</th> <th>Upbeat (Dance)</th> </tr> </thead> <tbody> <tr> <td>% PPG</td> <td>23</td> <td>20</td> <td>25</td> <td>53</td> <td>26</td> <td>27</td> <td>26</td> <td>48</td> <td>28</td> </tr> <tr> <td></td> <td>Archery</td> <td>Art</td> <td>Choir</td> <td>ICT</td> <td>Reading</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td>25</td> <td>18</td> <td>37</td> <td>22</td> <td>10</td> <td></td> <td>27</td> <td>12</td> <td>18</td> </tr> </tbody> </table> <p>Across the entire school Archery and Martial Arts were the most popular clubs other than homework club in which 995 sessions were attended in the 13 weeks of the Autumn Term.</p> <p>Jan 2018 – Whilst the percentage of children attending the clubs who are PPG varies and is not yet fully representative of the school population, it is improving and both children and parents have commented that the fact that clubs are free to their family is very positive. Over 100 children are now registered for Homework Club.</p> <p>June 2018 – Homework club continues to be the most popular club attended by over 100 children on a regular basis. In addition to these clubs both Year 2 and Year 6 were able to attend SATs revision which has impacted clubs.</p>	Club	Archery	Art	Choir	Dance	Gardening	Golf	Homework	Martial Arts	Upbeat (Dance)	% PPG	23	20	25	53	26	27	26	48	28		Archery	Art	Choir	ICT	Reading					Spring	25	18	37	22	10		27	12	18
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F.	Maintain PPG PA below the National Average and reduce PPG lateness	<p>PPG PA to be below 8.2%</p> <p>Jan 2018 – Whole school PA Dec 17 is 11.8% - 31 children. There are 15 PPG children who are PA and 16 children who are non PPG. 6 children in total have taken an unauthorised holiday and 4 children have had either an operation or have a long term complex medical condition.</p> <p>June 2018 -</p>																																								
G.	Provide a wide range of opportunities which strengthen the children's exposure to cultures from around the world	<p>Positive feedback from children and parents regarding activities beyond the classroom</p> <p>Jan 2018 – Children and staff enjoyed the French Theatre production by Dan Ro-Ro, whilst there were mixed reviews of the French Food tasting – generally all children had a try and were open to the ideas of trying new food. Staff reported that this was a worthwhile experience.</p> <p>The Rotary Club provided an Assembly in October 2017 outlining the work they are doing to abolish polio, explaining the living conditions in countries within which they worked. Children enjoyed hearing about the purple pinkies and planting the purple crocus which the Rotary Club provided as a reminder of the event.</p> <p>Over 200 children attended the Theatre Production of Beauty and the Beast at Derby Arena. Reviews from all children and staff who attended were positive.</p> <p>June 2018 – Feedback continues to be positive – this is reflected in the Mar 2018 OfSTED report</p>																																								
H.	Ensure that children are school ready	<p>Positive feedback from children, parents and staff</p> <p>Jan 2018 – Bags and pencil cases are broadly well received and slowly homework completion is rising. First silver awards for 75 pieces of homework and reading were awarded in January 2018. Homework club, which is free to all children is increasingly popular and this is proving good routinisation for children and their families</p> <p>June 2018 – Homework levels continue to rise</p> <p>LA working with Moorhead regarding School readiness for FS2 – Specialist programme led by Derby City for Intake 2018 starts 11-6-18 for 6 weeks</p>																																								

5. Planning for 2017/18

Maths						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve outcomes in Maths	Adopt a mastery approach to maths. This will require additional staff training and also some resources. Following a number of visits to local outstanding schools, further visits may be required	Sharing of good practice with local outstanding schools has led to the adoption of this system. Allowing children to fully consolidate skills whilst also moving forward at pace is vital.	Ongoing support from SLE maths QA schedule within the school with regular maths foci Analysis of PUMA results	Mr Peers- Maths Lead	Maths will be a QA focus at least once every half term. PUMA results will be analysed each term	£2000
	1 day a week of SLE support and intervention	Ability to provide bespoke teaching support and coaching to ensure pedagogy is of the highest standard Intervention for KS2 children to ensure SATs ready and that the gaps identified due to past concerns are promptly filled	Increased numbers of PPG children will be making accelerated progress in maths	Mrs Tynan – SLE Maths	Weekly meetings with Maths lead and monthly meeting with Headteacher to agree and review priorities for support	£11400
<p>January 2018 – During Autumn Term 1, new schemes were put in place utilising White Rose structures. This included training for staff and also a new calculation policy. During Autumn term 2, this support was removed by the trust, initially due to needs within the Tamworth Estate but in December 2017, Mrs Tynan became Director of Maths at Landau College.</p> <p>June 18 – Moorhead involved in the SCIFF and Research Development programme. Mr Peers attending specialist leadership training</p>						
	CEO Intervention group	Children who attended CEO led intervention in 2016/17 reported increased confidence in maths. Parental feedback was positive.	Continued positive feedback from children and parents. Accelerated progress in standardised testing.	Dr Edkins	Termly	£5244
<p>January 2018 – Due to the CEO standing down from operational management of the trust and therefore in Derby on a less frequent basis – intervention groups did not run in the autumn term.</p>						
	Full attendance at Derby City Maths networks and maths hub training events	Significant gaps in the quality of teaching maths have been identified within the school. It is important to ensure that opportunity for sharing of good practice and understanding of regional and national initiatives is understood and implemented at Moorhead Academy	Feedback from children and staff. Increased quality of teaching in maths as seen via QA schedule and HMI monitoring visits	Mr Peers	Termly	£664
	Additional 1:1 tuition for Year 6	Significant gaps in the quality of teaching maths have been identified within the school. Following research within the local area, 3 rd Space tuition offers high impact for students.	Children supported by 3 rd Space expected to make accelerated progress in maths – seen via PUMA data and teacher assessment.	Mr Peers Miss Fletcher Mrs Plant	Termly First PUMA Test – Dec 2017	£18470

January 2018 - £10700 spent to date on Third Space. Student enjoyment and engagement is high. Based on STAT assessment data in Dec 17, 90% of PPG children were making expected progress from their starting point whilst 40% are working at age related standards, compared to 58% of non PPG. June 18 – Third Space not continuing next year

	Weekly 1:1 mentoring by LSAs	Confidence in maths is low across the school. Year 6 children have had significant levels of supply teaching for the last 2 years. Mentoring will focus on key identified children who have low maths confidence to develop an <i>I Can!</i> Attitude to Maths	Positive feedback from children and their families	Mr Peers	Half termly	£6500
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January 2018 – students who are not receiving other intervention or who have complex needs have an allocated LSA. Student feedback is variable as it is difficult to fit in additional intervention without them feeling like they are missing out on something. 18 children are attending the SATs revision in Feb half term, 7 of which are PPG
 June 18 – All SATs completed and generally children were confident about their SATS. Feedback from parents regarding the management of SATs and the support provided to children has been positive

Maths						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
	PM LSA led intervention	Teacher led gap analysis of skills in maths will inform the foci of Maths intervention within each phase. Interventions will last 6-8 weeks.	Interventions will be regularly QA via learning walks Progress of children in intervention groups will be tracked	Miss Rogers	Half termly	£7410
<p>Jan 18 – Interventions for Autumn term have been completed and evaluation / analysis demonstrates that the vast majority of interventions have had a positive impact. Due to the high level of needs across the entire cohort, no PPG specific intervention is held, although PPG children are carefully tracked. Further detail is available in the Intervention planning documentation – see JTA June 18 – LSA intervention continues with a focus on SATs throughout the Spring Term. There has been limited intervention within Years 3-5 as the LSAs concentrated on supporting Y6.</p>						
Jan 18 – Purchased and in use within class / homework	Revision Guides and Practice Questions materials	Continued from previous years, to ensure that all children have access to additional SATs revision materials	Positive feedback from all parties	Miss Rogers	Annually	£249.50
	Parent training sessions on key mathematical concepts	Successful events have been held 2016/17 and these have been well received by those in attendance	Positive feedback from parents	Mrs Smith	Termly after each event	£1400
Jan 18 – completed Oct 17	Additional Maths based signage in the playground	Opportunity to be created for children to revise number bonds and multiplication at playtime. Play leaders will be able to engage children in conversation regarding maths	Positive feedback from children and staff on playground duty	Miss Dashfield	2 weeks after installation and then termly thereafter	£1200
Total budgeted cost					£54537.50	

Reading						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improved reading comprehension outcomes	Termly readers for each class which children may then take home to enjoy again at their leisure	Shared good practice from local outstanding school. Positive feedback from staff and students at initial consultation	Ongoing QA of reading within English lessons. Accelerated progress in reading across all year groups, measured via PIRA assessment	Mrs Robinson Mrs Morey	2 weeks into Autumn term and termly thereafter	£15000
Jan 18 – Readers purchased on an ongoing basis. £2574 spent in Autumn 1 and a further £1956 in Autumn 2						
Jan 18 – attendance of key staff on a termly basis and information disseminated via phase meetings	Attendance at all Derby City led network meetings to share good practice in both English and phonics	Reading ability has been identified as of concern within the school. It is important to ensure that opportunity for sharing of good practice and understanding of regional and national initiatives is understood and implemented at Moorhead Academy	Feedback from children and staff. Increased confidence within reading and accelerated progress via PIRA assessments	Mrs Robinson Mrs Morey Miss Pearson	Termly	£1328
	Installation of a stage on the playground for use by children at recreation time and by staff within curriculum learning	The need to increase opportunity to build confidence in terms of creativity and public speaking identified by teachers. Children enjoy drama and performance, though limited opportunity has been available in the past.	Positive feedback from all parties	Mr Clenaghan	2 weeks after installation and termly thereafter	£6000
Jan 18 – Librarians established and some stock purchased. Student voice to influence future titles	Improved Library resources	Continued initiative from 2016/17 to ensure that up to date titles are available to borrow from school library for private reading at home as well as in school	Positive feedback from all parties	Mrs Williamson	Termly discussion with student sample groups to inform future purchasing	£400
Jan 18 – Purchased and in use within class / homework	Revision Guides and Practice Questions materials	Continued from previous years, to ensure that all children have access to additional SATs revision materials	Positive feedback from all parties	Miss Rogers	Annually	£249.50
June 18 Malala's Magic Pencil – July 2018	Whole School Literacy Weeks	Continued from Orion and the Dark and The Great Paper Caper of 2016/17.	Positive feedback from all parties	Mrs Robinson Mrs Morey	Following each event – 2 annually	£600
Jan 18 – completed Oct 17	Additional English based signage in the playground	Opportunity to be created for children to revise key vocabulary at playtime. Play leaders will be able to engage children in conversation regarding SPaG	Positive feedback from children and staff on playground duty	Miss Dashfield	2 weeks after installation and then termly thereafter	£758
Jan 18 – See intervention planning (JTA) for full details	PM LSA led intervention	Teacher led gap analysis of skills in English will inform the foci of reading intervention within each phase. Interventions will last 6-8 weeks.	Interventions will be regularly QA via learning walks Progress of children in intervention groups will be tracked	Miss Rogers	Half termly	£3705

Reading						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
	Installation of a Reading Hut within the playground	To widen the activity offer to children at lunchtime particularly and to offer outdoor learning space for KS2	Tracked usage of outdoor teaching resource and positive feedback from staff and children	Mr Clenaghan	2 weeks after installation and then termly thereafter	£10000
Jan 18 – Installed Oct 17	Installation of a Language Train within the playground	To widen the activity offer for children in Year 1 & 2 at lunchtime	Positive feedback from staff and children	Mr Clenaghan	2 weeks after installation and then termly thereafter	£4000
Total budgeted cost					£42190.50	

Jan 18 – Additional assessment materials purchased to support the assessment and teaching of SPaG.

Writing						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increase number of PP children at expected standard in writing in all year groups June 18 – Andy Tooze workshop with each class in April 18. Attendance at Derby Book Festival	Opportunity from children to engage with authors and peers from other schools regarding writing. Via an author visit to school and attendance at Derby Book Festival	Further development of the success of attendance at Derby Book Festival from 2016/17	Positive feedback from all parties	Mrs Robinson Mrs Morey	Following each event	£4000
Jan 18 Staff attending cluster moderation with Derby City on an ongoing basis and moderation with Greenacres 12-2-18	Staff training regarding the moderation of writing to ensure that children are assessed against national standard accurately	Training needs identified following the moderation of KS2 writing in 2017	Via the support of SSIO and SLE	Mrs Robinson Mrs Morey	Ongoing through termly meetings with teachers. Increased accuracy of moderation in 2018	£3900
Jan 18 – purchased and in use within lessons	Revision Guides and Practice Questions materials	Continued from previous years, to ensure that all children have access to additional SATs revision materials	Positive feedback from all parties	Miss Rogers	Annually	£249.50
Jan 18 – Scheme expanded to include reading, maths, arts and PE – Thank you to Governors and Merrill	Liz Fothergill Writing challenge / Award	Continuation of provision from 2016/17. Termly writing challenge for all children to participate in	Increased % of children making progress in writing. Positive feedback from children	Mrs Smith	Half termly	£600
	Parent training sessions on key SPaG concepts	Successful events have been held 2016/17 and these have been well received by those in attendance	Positive feedback from parents	Mrs Smith	Termly after each event	£800
Jan 18 – See intervention planning (JTA) for full details	PM LSA led intervention	Teacher led gap analysis of skills in English will inform the foci of Writing intervention within each phase. Interventions will last 6-8 weeks.	Interventions will be regularly QA via learning walks Progress of children in intervention groups will be tracked	Miss Rogers	Half termly	£3705
Total budgeted cost					£13554.50	

Attendance						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Maintain PPG PA below the National Average and reduce PPG lateness	Breakfast club to be free to all children in receipt of Free School meals	Analysis of 2016/17 attendance data and success of a limited trial 2017	Analysis of attendance data whole school and also within breakfast club	Miss Dashfield Mr Sammons	Termly	£9900
Jan 18 – Additional member of staff available so to manage numbers, whilst uptake year to date has been disappointing (only 4 PPG children attending regularly and an additional 5 casually) her contract has been extended until 31-3-18 at which point the viability / effectiveness of this provision will be reviewed						
Jan 18 12 families have an EHA which has been led or supported by Moorhead	Employment of Family Worker – 2 days	Continuation of success from 2016/17	Performance Management Analysis of Attendance data	Mrs Smith Miss Dashfield	Termly	£10298.08
	Late Gates supported by EWO	Identification of poor punctuality with PPG families based on analysis of 2016/17 data	Reduction in number of children persistently late to school	Miss Dashfield	Termly	£2400
June 18 – Conkers booked	Attendance Awards / 100% trip	Continuation of success from 2016/17	Positive informal feedback from children and parents	Miss Dashfield	Termly / Annually	£600
Jan 18 Installed impact to be measured in Spring 2	Anomaly screen installed in the front playground	To increase flow of information to parents regarding key events and also provide targeted information regarding attendance and health lifestyle choices	Positive feedback from parents	Miss Dashfield	2 weeks after installation and annually thereafter	£3000 £8000 spent
Jan 18 – 4 days of Play leader employed. Lunchtime outside is calmer and playground mentor scheme will now be established in Spring 2	Additional Play leader employed to provide nurture groups for Infants and Juniors	Discussion with children and staff highlighted concerns regarding a number of children that require additional support at lunchtime	Reduction in red cards for children participating in nurture groups	Miss Dashfield	Half termly	£3651
Total budgeted cost					£31348	

Clubs						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increase attendance of PPG children at Clubs	All activity clubs to be free to children in receipt of free school meals	Identified poor attendance of children in receipt of free school meals within clubs during 2016/17 - £2 per club cost associated	Termly monitoring of attendance at activity clubs	Miss Parker Mr Haslam	Termly	£7351.10
Jan 18 Attendance for all children rising – over 85 by Dec 17	Homework club to be available to all children	Very low levels of students (less than 30%) consistently completing homework and reading to an adult at home	Analysis of attendance at homework club and linking this to the progress made by children who regularly attend	Mrs Tatem Mrs Smith	Termly	£5000
Jan 18 48% attendees are PPG. Most profitable club offered in Autumn term	Martial Arts equipment for specialist activity club	Positive feedback from students following Kick Boxing taster sessions led by Leadership Black Belt Academy	Positive feedback from children attending club.	Mrs Sammons Mrs Smith	Termly	£270
	CPD for staff	Based on feedback from children via informal discussion and school council, to ensure that the delivery of clubs is based on children's interests	Positive feedback from children attending club.	Mr Haslam	Termly	£1000
Jan 18 Limited requirement to use this fund to-date. PE kit purchased for 1 child to attend Gymnastics	Allocation of budget to provide additional resources that may be required by children to access after school activities	To ensure that there is availability to purchase additional equipment as required based on individual needs	Discussions with parents and children as required based on allocation of funding	Miss Dashfield	As required	£1000
Total budgeted cost					£14621.10	

Experiences						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Provide a wide range of opportunities which strengthen the children's exposure to cultures from around the world	Christmas Show at Derby Theatre	Continuation from 2016/17	Positive feedback from all parties	Mrs Tatem	After the event – December 2017	£1210 £2175
Jun 18 - booked	Hire of graduation gowns	Continuation from 2016/17, to open discussion regarding the concept of graduation and to ensure that children are able to start to develop aspirations beyond compulsory schooling	Positive feedback from all parties	Mrs Plant Miss Fletcher	Annually (July)	£250
Jan 18 Letter sent home – subsidy to continue	Subsidy of PGL Trip	Continuation from 2016/17	Positive feedback from all parties	Mr Peers	Annually (October)	£1250
Jan 18 Subsidies continue – variable uptake	Subsidies for all other trips	Continuation from 2016/17	Positive feedback from all parties	Mrs Tatem	Annually	£2500
Jun 18 - Started currently on week 3	Martial Arts Transition Workshops for Y6 to build confidence and self esteem	Continuation from 2016/17	Positive feedback from all parties	Mrs Smith	Annually (July)	£1000
Jan 18 Very well received by all	French Theatre Company	Opportunity for KS2 to watch a theatre performance in French – MFL	Positive feedback from all parties	Mrs Smith	Annually (Sept)	£270
	Bikeability Year 2	To ensure that all Y2 children can ride a bike without stabilisers	Positive feedback from all parties	Mrs Relf	Annually (June)	£1000
	Bikeability Reception Class	To ensure that all children in reception class develop the balance necessary to ride a bike	Positive feedback from all parties	Mrs Kemp	Annually (June)	£1000
Jun 18 – Scheduled for 13-7-18	Subsidies for Year 6 Prom	Continuation from 2016/17	Positive feedback from all parties	Miss Dashfield	After the event – July 2018	£300
Jan 18 - Y6 voting on design, colour etc Jun 18 - distributed	Subsidies for Leavers Books and Hoodies	Continuation from 2016/17	Positive feedback from all parties	JPL/LFL	May 2018	£400
Jun 18 – Healthy Living Week – 9-7-18	Super Learning Days around agreed themes	Opportunity to build careers awareness and also learn with children from other classes	Positive feedback from all parties	Mrs Smith	After each event	£1500
Jan 18 Very well received by all	Theatre production of Alice in Wonderland	Theatre production for all children	Positive feedback from all parties	Mrs Smith	After event (October)	£360
Total budgeted cost					£11040	

High Ability Children						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increased numbers of children achieving at <i>Greater Depth</i>	Trip to Derby / Nottingham University	To ensure that children have the opportunity to consider career options and study options post 16	Positive feedback from all parties	Mr Haslam	After trips	£1000
Jun 18 – awaiting planning from LFAD	KS2 Science and Arts Master Classes at LFCD	Opportunities for high ability children to work with secondary colleagues and children on a range of challenging tasks, with equipment not available in the primary school	Positive feedback from all parties	Mrs Jennens	After trips	£896
Jan 18 Purchased and in use in classrooms	Higher ability revision material to ensure that highest ability children have exposure to higher level questions / curriculum content	Identified area for development across the school – increased number of children achieving at greater depth	Data analysis of attainment. Increased % of children with SAS 115+ on PIRA and PUMA	Mrs Smith	Termly	£374.25
Total budgeted cost						2270.25

School Readiness						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Ensure that children are school ready	Book bags and school bags to be provided	To ensure that children have a bag in which to take home school work	Increased % of children completing homework	Mrs Tatem	Via parental survey at reception	£5000
	Pencil cases with contents to support ownership and taking responsibility for own learning	Good practice shared from local good / outstanding schools	Positive feedback from staff and students	All teachers	Termly	£500
Ongoing	Uniform Subsidies	Continuation from 2016/17	Information provided to all families on application to school and regularly throughout year via school letter	Mrs Cooper	Annually	£2500
Jun 18 – Post filled – colleague working towards Level 3 qualification	Employment of Education Care Officer in Reception (am)	Increased staffing in EYFS due to the low base line of children on entry to school, to ensure that accelerated progress is made and that GLD remains broadly in line with national figures	Ongoing QA of teaching and learning Termly data analysis	Mrs Maitland	Termly	£8000
	Primary Director Monthly Audit of PPG	To ensure external verification / evaluation of PPG on a monthly basis	All planned actions completed / changes made where required. Tangible evidence for evaluation collated and QA	Mrs Bridge	Monthly	£5500
Total budgeted cost					£21500	
Total Budgeted Cost					£19161.90	