

# Clifton Green Primary School Pupil Premium Principles & Plan 2016-19

## 1. Principles and Aims

The Pupil Premium is additional funding given to schools to better support their disadvantaged pupils and close the attainment gap between them and their peers, measured quantitatively by comparing national figures for non-disadvantaged pupils.

Our school aspires to the highest attainment possible for all its pupils regardless of economic background and places a high value on supporting families and enriching community. At Clifton Green we aim to narrow the disadvantage gap by using the pupil premium to address many inequalities, including raising the attainment of those pupils in low income families through targeted support strategies. Our principles and plan link directly to school improvement priorities which aim to ensure **every** pupil, however disadvantaged, succeeds, and where possible, differences between pupil outcomes are diminished. **We aim to diminish the difference both quantitatively and qualitatively so that every pupil has:**

- a) **Full access to a broad and balanced, enriched curriculum**
- b) **Wide opportunities to experience quality extra-curricular provision and enrichment activities**
- c) **Consistently good attendance and behaviour**
- d) **Good or better progress and attainment as measured by end of year indicators**
- e) **The support to develop as a confident, independent learner with respect for themselves and others, and who is secondary ready**

**To enable us to do this as effectively as possible we:**

- I. Work strategically over a three year period as well as over the academic year. The three strategic areas focus on a) Teaching, Learning and Assessment b) Personal Development, Behaviour and Welfare and c) Leadership and Management.
- II. Monitor and Track the progress of pupils closely and use this information to influence teaching and learning in the classroom and our application of intervention strategies, to measure and improve outcomes.
- III. Monitor the outcomes of pupils at the end of each year, and particularly by the time pupils leave at the end of Year 6.
- IV. Seek to also access the Early Years Pupil Premium for identified children in Early Years.
- V. Keep our budget under regular review, delegating resources to allow senior and middle leaders to target resources effectively.
- VI. Provide regular reports to the governing body concerning the allocation of resources and the outcomes for young people.

Since the pupil premium was introduced in 2011, the additional funding for disadvantaged young people has been widely welcomed by teachers, schools leaders and education experts. But despite some high profile success stories, questions have been raised about the effectiveness of the policy when it comes to closing the attainment gap. Nearly two million school children in England are eligible for pupil premium funding but research has shown that only a third of them will secure five good passes at GCSE. Those who fail to achieve these grades struggle to move on to employment or further study. Research and evidence from good practice show that reducing gaps is a long term issue and that successful strategies are primarily linked to quality of teaching including effective feedback, parental engagement and meta-cognition and self-regulation.

## 2. Allocation of Funding

We recognise that pupil premium funding is intended to be used to improve outcomes for key groups of pupils, and specifically at Clifton Green this is pupils eligible for Free School Meals. Governors and Leaders are aware that the introduction of the Pupil Premium Grant was not 'new money' and the school was not significantly better off with the introduction of the funding. Likewise, the number of pupils identified as disadvantaged at Clifton Green has reduced since the introduction of Universal Free School Meals.

Ofsted look specifically at the performance of pupils supported through the pupil premium compared to **other pupils nationally** and Inspectors will highlight any significant differences between the outcomes for disadvantaged and non-disadvantaged pupils and whether differences are diminishing. However, pupils who qualify for Free School Meals are all different with differing needs and we apply the following principles in guiding us in our use of Pupil Premium Funding:

- Our key purpose as a school is to raise the achievement of all pupils whatever their circumstances.

- Pupil premium funding will be allocated in a way which impacts on both quantitative and qualitative outcomes for young people in order to narrow a wide range of gaps as well as maximise cost effectiveness.
- In line with all our funding, around 80% will be allocated to staffing to support disadvantaged pupils and their families better.
- In many cases, pupil premium funding will provide a proportion of the expenditure for whole or wider school projects and priorities, enabling all pupils to benefit.
- We will not usually distribute pupil premium funding to individual pupils but to provide opportunities that aim to benefit eligible pupils. We will monitor which aspects of provision individual pupils' access and where possible which provide maximum impact and best value.
- On a day to day basis the governing body delegate the responsibility for decision making relating to the pupil premium to the Headteacher.
- The governing body will review these principles every two years.

***In 2018-19 Clifton Green has been allocated £178 880 for Disadvantaged pupils. In 2017-18 this figure was £174 170***

### **3. School Context**

Clifton Green is a Community Primary School which serves a community in which over 50% of pupils live in one of the 20% most deprived areas in England for overall deprivation and child poverty as defined by the Index of Multiple **Deprivation**. The Education Deprivation Rank, measuring educational disadvantage among children, young people and adults, shows over 50% of pupils are living in one of the 10% most deprived areas in England. The Index of Multiple Deprivation also shows that the school is ranked as the third most deprived in York with more than double the levels of average deprivation for the Local Authority.

<b>Sep 18</b>	<b>Cohort</b>	<b>Disadvantaged</b>	<b>Disadvantaged+SEND</b>
Reception	54	8	1
Year 1	57	20	7
Year 2	55	16	3
Year 3	47	18	5
Year 4	63	21	6
Year 5	58	26	9
Year 6	60	27	11
<b>Total</b>	<b>394</b>	<b>136 (35%)</b>	<b>42</b>

### **4. Further Reading and Information**

Our strategy takes into account literature in key documents including:

- Pupil Premium – How schools are spending the funding successfully to maximise achievement (Ofsted)
- The Pupil Premium – Analysis and Challenge tools for school (Ofsted)
- Unseen Children; access and achievement 20 years on (Ofsted)
- Poverty Proofing the School Day (Newcastle University)
- Effective Classroom Strategies for closing the gap in educational achievement (C4EO)
- Effective Pupil Premium Reviews (TSC)
- Evaluation of Pupil Premium (DfE)
- The Pupil Premium and Narrowing the Gap (Oxford)
- Narrowing the Gap – Breaking Down Barriers (City of York)
- A Practical Guide to helping disadvantaged learners (Pearson)

## 5. Strategic Three-Year Plan for Disadvantaged Pupils (2016-2019)

1. Desired outcome over 2016-19 - Improved Outcomes across school for PP pupils	
<i>Desired outcomes</i>	<i>Success criteria</i>
a) Improved outcomes for Disadvantaged pupils throughout school and at the end of KS2	Differences between disadvantaged pupils at Clifton Green and other pupils nationally will diminish over time in both progress and attainment.
b) Improved behaviour and behaviours for learning for disadvantaged pupils across school	Class Charts, exclusion data and monitoring will demonstrate clear and significant improvement in behaviour and behaviours for learning for disadvantaged pupils.
c) Increased attendance for disadvantaged pupils	Attendance of disadvantaged pupils will improve to near national average for all pupils.

In order to improve outcomes for PP pupils, we will use the pupil premium to make improvements in three main areas.					
i. Improved Teaching, Learning and Assessment					
Desired outcomes	Examples of actions	Further information	How will we ensure it is implemented well?	Staff	Review
<b>Improving Teaching</b>					
Improved outcomes for PP pupils throughout school, mainly through additional and targeted staffing  Improved outcomes	Ebor support package  City of York Pupil Premium Project  Bug Club reading, No Nonsense spelling and grammar, library	Ebor support for Y3 and Y4 focusing on SEN/LA and PP pupils. Work will be on planning effectively and delivering consistent provision to all groups of pupils  Pupil Premium Project will aim in the short term to improve outcomes in Y6 this academic year. Longer term, it will provide	Lesson observations, drop-ins, book scrutinies  Intervention groups will be reviewed at pupil progress meetings	Head  Deputy head  Assessment / Pupil Premium	Weekly Learning Reviews by SLT will focus on teaching, learning, planning, assessment, marking and feedback weekly

<p>for end of KS2 for PP pupils</p>	<p>investment Maths CPD Use of Iris Hornbeam Inclusion Classroom Use of Classtrack assessment system</p>	<p>the impetus and support to improve outcomes for PP pupils across school.</p> <p>Investment in basic skills (maths and reading) will have an impact on outcomes</p> <p>Maths CPD will focus on Reasoning and Problem-Solving</p> <p>Iris will allow good practice to be shared across school.</p> <p>Hornbeam will provide focused work for those SEN and complex needs pupils who struggle in mainstream settings</p> <p>Classtrack will provide teachers with live formative assessment data in order to aid planning</p>	<p>Pupil progress meetings (six times a year) and data inputs (three times a year) will review progress and focus interventions precisely where they are needed and where they will have the greatest impact on outcomes</p>	<p>Lead Subject Leads</p>	<p>Pupil progress meetings (six times a year) and data inputs (three times a year)</p> <p>CYC Pupil premium project will be reviewed half-termly (Zoe Lightfoot)</p>
<p><b>Providing Experiences</b></p>					
	<p>Drama, Talk for writing, Live Arts experiences Forest School</p>	<p>Drama, Talk for Writing, Forest School and other arts experiences will provide meaningful experiences and spark imagination.</p>	<p>Scrutiny of writing and other in-class work to see impact of experiences</p>		
<p><b>Creating Capacity</b></p>					
	<p>Additional Y6 staffing for Spring and Summer Terms for Booster Cover for teachers to teach targeted interventions</p>	<p>Additional staffing will allow smaller working groups, differentiation and targeted support throughout school</p> <p>Covering classes so teachers can deliver targeted intervention programs will have a greater impact.</p>	<p>Pupil progress meetings will review effectiveness of intervention groups</p>		

**ii. Improved Personal Development, Behaviour and Welfare**

Desired outcomes	Examples of actions	Further information	How will we ensure it is implemented well?	Staff	Review
<b>Family and Community Engagement</b>					
<p>Families and the wider community engage with school and are active members of the school community</p> <p>Increased attendance for PP pupils</p> <p>Pupils work with confidence and resilience across the school in all areas of the curriculum</p> <p>Behaviour issues addressed across school</p>	<p>Full-time Home/School Support Worker</p> <p>Full-time Community Worker to work with families</p> <p>Attendance initiatives</p> <p>Free Breakfast Club and After-school Club for PP</p>	<p>Work with vulnerable families with attendance, safeguarding and other issues</p> <p>Build positive relationships between home and school and organise events to improve engagement and attendance</p>	<p>Regular reviews of strategies with key members of staff</p> <p>Regular reviews of new initiatives</p> <p>Regular attendance data checks</p>	<p>Head</p> <p>Deputy Head</p> <p>Home/School Worker</p> <p>Community Worker</p> <p>Sports Leader</p> <p>Inclusion Leader</p>	<p>Ongoing</p> <p>Weekly learning reviews by SLT will look behaviour</p>
<b>Confidence and Resilience</b>					

	<p>Emotional Literacy Support</p> <p>Use of Jigsaw PSHE scheme</p> <p>Full-time Sports Leader</p> <p>Early intervention and Nurture class</p> <p>Hornbeam Inclusion Classroom</p> <p>Improved transitions</p>	<p>Small groups in EYFS and Y1 will have a positive impact on confidence, resilience and outcomes</p> <p>Children become more resilient in their learning and deal with relationships positively</p> <p>Extra-curricular and sporting activities will increase engagement and enjoyment of school as well as building confidence, teamwork and resilience</p> <p>Hornbeam will provide focused work for those SEN and complex needs pupils who struggle in mainstream settings, building confidence and resilience</p> <p>Working with pre-school settings, other primary schools and secondary schools to improve transitions will lead to settled learners and improved outcome</p>	<p>Take-up rates of after-school clubs and participation rates in sports events.</p>		
<b>Behaviour</b>					
	<p>Class Charts Behaviour tracking software</p>	<p>Improved behaviour in-class (behaviours for learning) will directly impact on outcomes</p> <p>Improved out-of-class behaviour will lead to improved learning environments</p>	<p>Exclusion rates</p> <p>Outcomes and progress of targeted behaviour children</p> <p>Use of Class Charts to track behaviour of individuals and groups</p>		

### iii. Developing Leadership and Management

Desired outcomes	Examples of actions	Further information	How will we ensure it is implemented well?	Staff	Review
Improved outcomes for PP/SEN pupils throughout school	<p>Collaborative approach from leadership with appropriate CPD provided.</p> <p>Identify PP champion</p> <p>City of York Pupil Premium Project</p> <p>Otrack assessment system</p> <p>Edukey Provision Mapping</p>	<p>Leaders will track attainment and progress of all pupils and groups. They will analyse data and which will inform future actions</p> <p>Pupil Premium Leader will champion the disadvantaged and vulnerable pupils across school. They will raise the profile of the initiative and track these groups</p> <p>Attendance at a national conference will inform strategy</p> <p>Pupil Premium Project will aim in the short term to improve outcomes in Y6 this academic year. Longer term, it will provide the impetus and support to improve outcomes for PP pupils across school.</p> <p>Otrack assessment systems allow staff and SLT to easily analyse data to inform next steps.</p> <p>Edukey will allow staff to easily plan for and asses SEN. It will allow the Inclusion Leader to analyse the provision for, and track the progress of SEN</p>	<p>Lesson observations, drop-ins, book scrutinies for different groups</p> <p>Pupil progress meetings (six times a year) and data inputs (three times a year) will review progress and focus interventions precisely where they are needed and where they will have the greatest impact on outcomes</p>	<p>Head</p> <p>Deputy</p> <p>SLT</p>	<p>Ongoing</p> <p>Weekly learning reviews by SLT will look at groups of pupils</p>

## 6. Pupil Outcomes 2018

Outcomes in Attainment in Y6	2017					2018				
	<i>School</i>	<i>National</i>	<i>National Others</i>	<i>School Disadvantaged</i>	<i>National Gap with others</i>	<i>School</i>	<i>National</i>	<i>National Others</i>	<i>School Disadvantaged</i>	<i>National Gap with others (against 2017)</i>
% at expected standard in R W & M combined	47	61	67	26	-41	42	64	70	33	-37 (+4)
% at expected standard Reading	60	71	77	37	-40	63	75	80	56	-24 (+16)
% at expected standard Writing	64	76	81	53	-28	65	78	83	72	-11 (+17)
% at expected standard Maths	60	75	80	42	-32	56	76	81	56	-25 (+7)
Outcomes in Progress in Y6	2017					2018				
	<i>School</i>	<i>School Disadvantaged</i>	<i>Gap in school</i>	<i>National Others</i>	<i>National Gap with others</i>	<i>School</i>	<i>School Disadvantaged</i>	<i>Gap in school</i>	<i>National Others</i>	<i>National Gap with others (against 2017)</i>
Progress in Reading	-2.25	-2.15	+0.1	0.3	-2.45	-1.15	-0.66	+0.49	0.31	-0.97 (+1.48)
Progress in Writing	-2.12	-2.28	-0.16	0.2	-2.48	-0.23	0.06	+0.29	0.24	-0.18 (+2.3)
Progress in Maths	-2.12	-1.68	+0.44	0.3	-1.98	-1.66	-0.79	+0.87	0.31	-1.1 (+0.88)



## 7. Evaluation of Impact 17-18 and Next Steps

<b>Strengths</b>
Strong progress in 2017-18 Y5 group means 2019 Y6 outcomes for Y6 are expected to be significantly better.
Leaders understanding and knowledge has improved
Progress in Reading, Writing and Maths for Year 6 disadvantaged pupils was closer to national mark than non-disadvantaged within school
Profile of disadvantaged pupils across school risen.
Improvement in FSM/PP attendance from 2016-17, highest since 2015
<b>Areas for Development</b>
Progress for all Y6 pupils in 2018 was significantly improved but still below national average
Gaps remain large with national others in Y6 for attainment
Numbers of disadvantaged pupils exceeding the expected standard is currently low across all groups in school
Not all teachers are fully aware of needs of all disadvantaged pupils in their class
<b>Barriers to future attainment</b>
High numbers of PP pupils spread across cohorts
Significant number of disadvantaged pupils also have additional needs e.g. SEND
School absence for PP > all (4.56% v 4.13%)
Continued high instability of pupils
Increasing numbers of vulnerable families including those with CP/CIN/FEHA
Some previous instability of and inconsistency of staff
CYC Pupil Premium Project was not completed at LA level
<b>Next Steps for 2018-19 (see one-year plan below)</b>
Increasing Awareness of all staff
Continued improved identification of needs and tracking of pupils

Improved structure of activities and methods to measure impact

## 8. Development Plan 2018-19

Key Priority for Improvement 6: <b>Introduce a revised programme for disadvantaged pupils to diminish the outcome difference.</b>			
Led by: <b>Dave Brown (to move to DHT at appropriate time)</b>		Monitored and Evaluated by: <b>Tobie Abel and Governors TLC</b>	
Actions	What needs to be done? By when?	Support/ Team Involvement	Impact (Black actual or red expected)
<p><b>a) Develop work started in January 2017 in CYC Pupil Premium Project increasing awareness of and improving provision of strategies for disadvantaged pupils through:</b></p> <ul style="list-style-type: none"> <li>i. Audit of current practice in school and sharing of best practice</li> <li>ii. Visiting other schools with similar contexts</li> <li>iii. Attending Pupil Premium Conference</li> <li>iv. More regular staff and phase meetings on effective PP strategies</li> <li>v. Appoint new PP Governor</li> <li>vi. Regular meetings with PP Governor &amp; increased accountability through Governing Body</li> <li>vii. Improve contextual information on disadvantaged pupils &amp; including barriers to progress</li> <li>viii. Work with School Partnership Officer &amp; investigate other external support including LA</li> <li>ix. Ensuring provision for Disadvantaged pupils is a golden thread running through all aspect of self-evaluation and school improvement, liaising with other leaders</li> </ul>	<p>Complete Audit (<b>Spring 18</b>)</p> <p>Identify and arrange visits (<b>Autumn 17</b>)</p> <p>Identify and arrange conference (<b>Spring 18</b>)</p> <p>Add staff meetings into dates (<b>Spring 18</b>)</p> <p>Arrange initial meetings (<b>Autumn 17</b>)</p> <p>Meet to identify format and process (<b>Spring 18</b>)</p>	<p>Business Manager</p> <p>Bursar</p> <p>Inclusion Leader</p> <p>Inclusion Support</p> <p>SPO</p>	<p>Designated Governor, Staff and Governors demonstrate greater understanding of rationale and strategies for provision for disadvantaged pupils.</p> <p>Wider knowledge of disadvantaged pupils and contextual information.</p>
<p><b>b) Improved tracking of disadvantaged group of pupils through:</b></p> <ul style="list-style-type: none"> <li>i. Introduction of Pupil Premium Pupil Progress Meetings in-between whole cohort progress meetings. Focus on prior Middle and Higher Attainers</li> <li>ii. More focused observations of how PP pupils engage with teaching, with Monitoring/Scrutiny Proformas to include provision for PP pupils</li> <li>iii. Focussed book scrutinies of PP pupils work (priority Mid/High Attainers)</li> <li>iv. Ensuring PP pupil books are identified and marked first</li> <li>v. Develop use of flight paths to track progress of disadvantaged pupils</li> </ul>	<p>Initial meetings and other activates in place (<b>Autumn 17</b>)</p> <p>Review of flight paths (<b>Autumn 17</b>)</p>	<p>DHT</p> <p>Maths, English and inclusion Leaders</p>	<p>Improved progress for disadvantaged pupils through data – priority KS2, focus Prior Middle and High Attainers</p> <p>Difference between CG PP and National Other diminished, both in attainment and progress</p>

<p><b>c) Increase the structure of strategies for disadvantaged pupils and methods to measure effectiveness on impact through:</b></p> <ul style="list-style-type: none"> <li>i. Discuss and evaluate current strategies with Leadership and Staff teams</li> <li>ii. Organise external PP review</li> <li>iii. Identify appropriate strategies from EEF Toolkit and review outcomes</li> <li>iv. Review rationale of Pupil Premium Strategy</li> <li>v. Improve tracking of which pupils are accessing which strategies</li> <li>vi. Introduce new strategies including Island Project and all volunteers reading with disadvantaged pupils.</li> </ul>	<p>Ongoing meetings arranged</p> <p>Governor(s) meetings to review rationale <b>(Summer 18)</b></p>	<p>PP Governor</p> <p>DHT</p> <p>Maths, English and inclusion Leaders</p> <p>Business Manager</p>	<p>Improved information for staff and governors on access and impact which can be articulated</p> <p>Evidence of improvement in outcomes for target group linked to Island Project.</p>
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## 9. Actions, Activities and Impact 2018-19 (Complete summer 2019)

Action/Activity	Pupils Involved	Impact	Additional Information
Leadership to track progress of target children in each year group for each core subject	Target group in each year to be adapted based on assessment.		To be tracked continuously
New Mentoring Scheme/Island project			1:1 mentoring scheme for a group of pupils
3 <sup>rd</sup> Space Learning 1:1 Maths Intervention.	3 in Y6		1:1 Maths tuition each week via online platform
Fevered Sleep – Institute of Everything project.	Whole school		Arts based provision providing all children, including PP eligible, to experience opportunities, which complement and add to the National Curriculum.
Home Chromebooks	10 Y6 pupils		Group of 10 Y6 pupils have been selected to have Chromebooks which they can take home in order to access learning at home through online platforms used at school.
Strengthen Y6 team	Y6 cohort		Maths lead and experienced teacher both moved into Y6 along with two strong TAs. Additional teacher in team too three days a week to provide greater capacity.
Emotional Literacy Support	Target pupils/whole school		Small groups supporting social and emotional needs such as self-esteem, friendships and anxiety
Nurture	9 Y1 pupils		Full morning intervention with children from both Y1 classes.
Breakfast club	PP eligible children who take up offer		Wrap around care provided free of charge for PP eligible children
Improve transitions	Whole school		Key staff focus, and visual aids around school to help foster calm working environment
Target sign up of PP in EYFS/KS1	EYFS/KS1		Staff to audit and ensure all eligible families are registered in order to be eligible for PP funding.

## 10. Ofsted Handbook Statement on the Use of the pupil premium

159. Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years<sup>55</sup>
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

160. Inspectors will recommend an external review of the school's use of the pupil premium if they identify weakness<sup>56</sup> regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is:

'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

161. This means that the school should seek support from an independent external system leader with a track record of accelerating disadvantaged pupils' achievement. Full details of what might be the form and nature of such reviews can be found at: [www.gov.uk/pupil-premium-reviews](http://www.gov.uk/pupil-premium-reviews), which includes a link to the revised guide to pupil premium reviews, where there are also examples of the optional template to support schools in reporting their pupil premium strategy on their website. Inspectors will follow up on the review during any subsequent inspections.

## 11a. Actual Pupil Premium Expenditure for 2017-18 (£174 170)

	Total Cost	Pupil Premium Allocation
<b>Staffing and Training</b>	<b>£297 000</b>	<b>£154 000</b>
Emotional Literacy Support	£20,000	£15 000
Curriculum Support through additional support staff	£60 000	£25 000
Improving Teaching – Maths CPD	£4 000	£3 000
Parent Engagement and Community Development	£20 000	£14 000
Sport, Health and Fitness	£15 000	£10 000
Early Intervention and Nurture Class	£60 000	£20 000
Home School Support	£25 000	£20 000
Booster/One to One (Y6 focus)	£15 000	£10 000
Cover for teachers for targeted interventions	£10 000	£5 000
SEN Provision (additional)	£20 000	£5 000
<b>Resources</b>	<b>£29 000</b>	<b>£9 000</b>
Edukey Provision Mapping and Class Charts Behaviour	£2 000	£2 000
Literacy Resources - Bug Club, No Nonsense and Library Development	£6 000	£3 000
O-Track Assessment System	£2 000	£1 000
Attendance Initiatives	£2 000	£1 000
<b>Other</b>	<b>£27 000</b>	<b>£21 000</b>
Breakfast/After School Club Free places for FSM	£7 000	£7 000
Live Arts and other Experiences	£4 000	£3 000
Improved Transitions in and out of school	£2000	£2 000
Drama and Talk for Writing	£4 000	£4 000
Pupil Premium Review	£1 000	£1 000
Island Project	£8 000	£8 000
<b>Total Expenditure</b>	<b>£366 000</b>	<b>£174 000</b>

## 11b. Planned Pupil Premium Expenditure for 2018-19 (£178 880)

	Total Cost	Pupil Premium Allocation
<b>Staffing and Training</b>	<b>£285 000</b>	<b>£157 000</b>
Emotional Literacy Support	£15,000	£10 000
Parent Engagement and Community Development	£20 000	£14 000
Sport, Health and Fitness	£15 000	£10 000
Early Intervention and Nurture Class	£80 000	£40 000
Home School Support	£25 000	£15 000
Booster/One to One (Y6 focus)	£10 000	£4 000
Cover for teachers for targeted interventions	£10 000	£5 000
SEN Provision (additional)	£20 000	£9 000
Additional Staffing in Y6	£30 000	£20 000
Additional Leadership Capacity for DHT/Inclusion Leader and EYS Leader	£60 000	£30 000
<b>Resources</b>	<b>£5 000</b>	<b>£3 000</b>
Literacy Resources - Bug Club, No Nonsense and Library Development	£3 000	£1 000
Attendance Initiatives	£2 000	£2 000
<b>Other</b>	<b>£24 925</b>	<b>£19 725</b>
Breakfast/After School Club Free places for FSM	£4 725	£4 725
Free School Meal Provision	£9 000	£9 000
Live Arts and other Experiences	£4 000	£2 000
Improved Transitions in and out of school	£2000	£1 000
Drama and Talk for Writing	£4 000	£2 000
Pupil Premium Review	£1 200	£1 200
<b>Total Expenditure</b>	<b>£309 930</b>	<b>£179 725</b>