

Summary information					
<b>School</b>	Topcliffe CofE Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£19,560.00	<b>Date of most recent PP Review</b>	Sep17
<b>Total number of pupils</b>	112 + 22 Nursery	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	Jan18

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Challenging behaviour
<b>B.</b>	Weak communication and language skills
<b>C.</b>	Able children that need to access higher level tasks, particularly in maths
<b>D.</b>	Concentration
<b>E.</b>	Poor long term memory development
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Tasks set in school not completed at home
<b>G.</b>	Parental engagement
<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>A.</b>	That all children make expected or better progress this year relevant to their starting points
<b>B.</b>	That all children achieve something at school this year that they feel proud of

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?	Desired outcome	Cost?	Impact			
<b>All children attain well</b>								R	W	M
Employ another teacher in order to split Y5 and Y6 and create smaller classes	Smaller groups enables teachers to focus on the needs of PP children more	Monitor progress and attainment of the PP children in these 2 classes	BK AC	Termly: Dec17 March 18 July 18	Children will have more 'teacher' time and this will create a settling effect enabling them to access learning in a more focused way. Data will show impact. (If below ARE see standardised scores)	£9,840.00	Y5	GD	GD	GD
							Y5	GD	ARE	ARE
							Y5	99	D+	ARE
							Y5	79	D	81
							Y6	99	D	90
							Y6	92	B+	94
							Y6	96	D+	86
							Y6	GD	GD	GD
							Y6	GD	ARE	ARE
					Additional 'life improving' impacts		3/9 learnt to swim and by the end of the year were able to take part in outdoor residential activities, including swimming in the sea. All children were able to access learning in a calm, settled way and the books showed considerable progress. All children were able to access a wide range of life enhancing activities such as Bikeability, Young Voices, daily fitness challenges, healthy eating programmes and access to the school nurse. 6/9 children used ELSA support to stabilise them emotionally in order to access learning.			
Turbo booster groups	Y6 children not on-track to make ARE or expected	Ensure time is given for 12 weeks of intensive booster training	BK JJ	Start Jan 17 Review March 17	Year 6 children will make ARE and will make expected or better	£0	This booster training enabled all Y6 children to access the SATs tests in a calm, prepared way and			

	progress.				progress		demonstrated good progress from their starting points in Y6.
Read Write Inc scheme purchased	50 % of PP children did not pass the phonics screening test last year	RWI monitor Observations Work scrutiny	AS	Termly: Dec17 March 18 July 18	All PP children will pass phonics screening check and make ARE in Reading	£1,000.00 contribution to RWI costs	80% (4/5) passed the phonics screening test. Child that did not has Special educational needs.
CM To support across school as Pupil Premium learning mentor	35% of the remainder PP are also SEN	Regular monitoring Updates from CM	AC	Termly: Dec17 March 18 July 18	SEN children will make rapid progress and all PP children will have 1-1 support when needed throughout the year	£6,646.00	CM supported class teachers and enabled PP children to have a learning mentor and someone checking in with them academically. This role needs developing further next year.
<b>All children make expected or better progress</b>							
Keep Up Not Catch Up philosophy introduced as part of the Trust approach	All children receive same day interventions therefore immediate feedback	Monitor books Pupil voice Lesson observations	AC BK ES	Termly: Dec17 March 18 July 18	Improved progress markers	£0	Evidence in books + KUNCU folders of impact.
ELSA (Emotional Literacy Support Assistant)	Timetabled and a 1-1 self-referral system used where pupils ask for support as required from the ELSA.	HLTA will receive training and follow guidelines on implementation. It will start in December 2017.	AC	March 2018	That we will be able to provide a facility for vulnerable children to access a trained member of staff with clear strategies to work through complex emotional issues.	£1,000 cost of time to deliver the intervention	10/21 children accessed ELSA support regularly. This enabled children to have an emotional check in that then meant they could return to lessons and join in.
Power of 2 resource	For the last 2 years children have made at least good progress in maths.	A parent will come in for 3 10 minute sessions each week.	AC	Review with each set of data entry + pupil progress meetings	Children will make expected or better progress	£18.50 x4= £74.00	Was not used. Move to 2018-19.

				with class teacher			
Attend Gifted & Talented maths workshops (North Star)	To enhance provision for more able mathematicians. Previous years show confidence boost.	Monitor data Pupil voice	BK	Termly: Dec17 March 18 July 18	Children aspiring for Greater Depth in maths will have the opportunity to work with other children at their level which will broaden their approach and increase confidence	£?? Per pupil	These did not take place and so class teachers boosted more able PP in maths.
<b>Children's basic needs are met</b>							
School uniform and trips are available and accessible.	2 free school jumpers a year + trips to be paid for	Letters will be sent out to communicate the offer.	AC NH	July 2017	Children will access support for their child's needs.	£1,000.00	Children were able to access new academy uniform.
FSM children participating in 1 week outdoor learning residential trip	Improved confidence, resilience and for children who access this residential trip		AC NH	July 2018	Improved social and emotional well being	£0 (covered by NYCC)	Very successful and a lot of evidence to show it increased confidence (pupil voice), performances in the play, leavers service.