



Desired Outcomes for Disadvantaged Pupils		
<i>Progress and Attainment</i>	<ul style="list-style-type: none"> <li>To maintain or improve progress of disadvantaged pupils making good progress or better from the previous year (16/17 at 67% in Reading, Writing, Maths and SPaG) by the end of KS2</li> <li>To improve levels of attainment amongst disadvantaged pupils as compared to national attainment of disadvantaged pupils in Reading, Writing, Maths and SPaG.</li> <li>To continue to close the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils within school by _____%</li> <li>Continuing to provide disadvantaged pupils with one-to-one and small group support where possible</li> <li>To ensure high ability disadvantaged pupils are stretched to reach their full potential</li> </ul>	
<i>Well-Being</i>	<ul style="list-style-type: none"> <li>For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom</li> <li>To ensure all disadvantaged pupils receive ample mentoring and support for their specific needs and difficulties</li> <li>Continuing to support or disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential</li> </ul>	
<i>Attendance and Participation</i>	<ul style="list-style-type: none"> <li>For all disadvantaged pupils to achieve attendance figures better or equal to their peers</li> <li>To provide resources and support that enables all disadvantaged pupils across school to access all lessons and to achieve each learning objective daily</li> <li>To look for ways to cater to the interest of disadvantaged pupils where appropriate, especially in small group or one-to-one work</li> </ul>	
<i>Monitoring and Strategies</i>	<ul style="list-style-type: none"> <li>For all disadvantaged pupils' progress and attainment to be tracked and scrutinised individually and interventions put in place where necessary immediately</li> <li>All documents, plans and policies relating to the spending and monitoring of our Pupil Premium funding to be shared with the relevant individuals as soon as possible, including being published online</li> <li>For all tracking and policies to be fit for purpose, effective and up-to-date</li> </ul>	
Outcome	Actions	Cost
<i>Progress and Attainment</i>		
To maintain or improve progress of disadvantaged pupils making good progress or better from the previous year (16/17 at 67% in Reading, Writing, Maths and SPaG) by the end of KS2	<ol style="list-style-type: none"> <li>Bespoke one-to-one and small group interventions across school for DAPs, especially in year 2 and upper KS2.</li> <li>Careful and accurate tracking of pupils and putting interventions in place on a daily and weekly basis</li> <li>High attaining DAPs (level3 at end of KS1) to have additional support in morning lessons.</li> </ol>	Specialist teacher for 3.5 hours in morning <b>£ 4000</b>
To improve levels of attainment amongst disadvantaged pupils as compared to attainment of school's non-disadvantaged pupils in Reading, Writing, Maths and SPaG.	<ol style="list-style-type: none"> <li>Deployment of HLTA and Learning Mentor to work one-on-one with DAPs twice weekly and to focus on their specific needs in KS2</li> <li>Bespoke one-to-one and small group interventions across school for DAPs</li> <li>HLTA providing small group numeracy lessons twice weekly</li> </ol>	HLTA 4 hours per week <b>£2800</b> Learning Mentor 2 afternoons <b>£1200</b>

Continuing to provide disadvantaged pupils with one-to-one and small group support where possible	<ol style="list-style-type: none"> <li>Literacy specialist working one-to-one</li> <li>EAL specialist working one-to-one</li> </ol>	EAL TA 1 hour per week <b>£720</b> Specialist teacher 2 hour PM <b>£2280</b>
To ensure high ability disadvantaged pupils are stretched to reach their full potential	<ol style="list-style-type: none"> <li>Specific targeting of high ability pupil in daily lessons</li> <li>Special attention to next targets through AfL and daily marking</li> <li>Literacy specialist working one-to-one</li> </ol>	Specialist teacher 1 hour PM <b>£1140</b>
<i>Well-Being</i>		
For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom	<ol style="list-style-type: none"> <li>Participation in Herringthorpe athletics competition annually</li> <li>Imagination gaming tournament</li> <li>Weekly sporting club at dinner time</li> <li>Involvement in music tuition for two years of school</li> </ol>	Staffing for events and clubs <b>£1000</b> Music teaching <b>£1560</b>
To ensure all disadvantaged pupils receive ample mentoring and support for their specific needs and difficulties	<ol style="list-style-type: none"> <li>Small group and one-to-one mentoring sessions with the learning mentor</li> <li>Small group and one-to-one speech and vocabulary sessions with school's SEN mentor</li> <li>TA availability to work with DAPs when the need arises</li> </ol>	Pastoral Learning Mentor 1 afternoon <b>£670</b> SEN Learning Mentor 1 afternoon <b>£600</b>
Continuing to support or disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential	<ol style="list-style-type: none"> <li>Providing free extra-curricular music tuition to DAPs</li> <li>Ensuring all DAPs are able to attend all school trip and residential regardless of financial parental contribution</li> </ol>	Music <b>£1080</b> Trips <b>£2000</b>
<i>Attendance and Participation</i>		
For all disadvantaged pupils to achieve attendance figures better or equal to their peers	<ol style="list-style-type: none"> <li>Celebration of good attendance throughout school</li> <li>Close contact with parents to ensure every effort is made for their child to attend school</li> </ol>	<b>£0</b>
To provide resources and support that enables all disadvantaged pupils across school to access all lessons and to achieve each learning objective daily	<ol style="list-style-type: none"> <li>Investment in new resources that meet the specific needs of our DAPs</li> <li>Ensuring TA availability for DAPs that need immediate interventions</li> <li>Teachers checking on DAPs in daily lessons and intervening when necessary</li> </ol>	Resources <b>£500</b>
To look for ways to cater to the interest of disadvantaged pupils where appropriate, especially in small group or one-to-one work	<ol style="list-style-type: none"> <li>Literacy specialist, learning mentor, SEN mentor and class teachers to pay special attention to the interests of DAPs and to look for ways to spark their interest in numeracy and literacy work</li> </ol>	<b>£0</b>
<i>Monitoring and Strategies</i>		
For all disadvantaged pupils' progress and attainment to be tracked and scrutinised individually and interventions put in place where necessary immediately	<ol style="list-style-type: none"> <li>HT and DHT to track DAPs individually across school to ensure good progress is being made and the gap between DAPs and Non-DAPs is closing.</li> <li>Class teachers to assess progress of the DAPs more frequently than their peers</li> </ol>	Cover <b>£1200</b>
All documents, plans and policies relating to the spending and monitoring of our Pupil Premium funding to be shared with the relevant individuals as soon as possible, including being published online	<ol style="list-style-type: none"> <li>HT, DHT and PP governor to ensure all documentation is up to date and shared as needed</li> <li>Having open and transparent documentation of PP spending</li> </ol>	<b>£0</b>
For all tracking and policies to be fit for purpose, effective and up-to-date	<ol style="list-style-type: none"> <li>To train staff on effective use of PP spending</li> <li>To share best practises across the LC as pertaining to DAPs</li> </ol>	<b>£500</b>
		<b>TOTAL £ 21,250</b>