



## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

#### 1. Summary information

<b>School</b>	<b>Oasis Academy Fir Vale</b>				
<b>Academic Year</b>	<b>2018-2019</b>	<b>Total PP budget</b>	<b>£279842</b>	<b>Date of most recent PP Review (External)</b>	<b>June 2016</b>
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	<b>64.6%</b>	<b>Date for next internal review of this strategy</b>	<b>December 2018</b>

#### 2. Review of expenditure - desired outcomes

Previous Academic Year <b>2017-2018</b>		Desired Impact	Actual Impact															
<b>A.</b>	Attainment for disadvantaged pupils is raised	<b>Cohort:</b> 25% Y6 combined 27% Y2 combined 48% Y1 phonics 43% GLD	<b>Statutory Assessment data (2017/18):</b> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="width: 30%;">Measure</th> <th style="width: 20%;">Cohort</th> <th style="width: 50%;">Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>25% (13)</td> <td>14% (7)</td> </tr> <tr> <td>Y1 Phonics</td> <td>20% (11)</td> <td>13% (7)</td> </tr> <tr> <td>Y2 combined</td> <td>19% (11)</td> <td>14% (8)</td> </tr> <tr> <td>Y6 combined</td> <td>3% (1)</td> <td>3% (1)</td> </tr> </tbody> </table>	Measure	Cohort	Disadvantaged Pupils	GLD	25% (13)	14% (7)	Y1 Phonics	20% (11)	13% (7)	Y2 combined	19% (11)	14% (8)	Y6 combined	3% (1)	3% (1)
Measure	Cohort	Disadvantaged Pupils																
GLD	25% (13)	14% (7)																
Y1 Phonics	20% (11)	13% (7)																
Y2 combined	19% (11)	14% (8)																
Y6 combined	3% (1)	3% (1)																
<b>B.</b>	Disadvantaged pupils make accelerated progress from their starting points (diminish differences)	At least 20% of low attaining disadvantaged children make accelerated progress to age related expectations in each year group																
<b>C.</b>	Disadvantaged children are engaged in school life, attend regularly and on time (diminish differences)	<b>Cohort:</b> 92% attendance 50% reduction in lates 50% reduction in behaviour incidents and exclusions	<ul style="list-style-type: none"> <li>Attendance for disadvantaged children has increased from 85% in 2014-2015 to 92%</li> <li>The gap between attendance of PPG and non PPG has diminished from 2.6% to 1.5%</li> <li>PA for disadvantaged children has decreased from 61% in 2014-2015 to 29%</li> <li>There has been an overall 57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016.</li> <li>Pastoral intervention has impacted on 79% of children accessing support improving their attendance, 82% showing a reduction in behaviour incidents and 79% in FTEs.</li> </ul>															

			<ul style="list-style-type: none"> <li>100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale.</li> </ul>	
D.	A+ disadvantaged learners achieve aspirational attainment targets	100% of high attaining disadvantaged children achieve exceeding, greater depth or mastery in all year groups		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p><b>Attainment for disadvantaged pupils is raised</b></p> <p><b>Disadvantaged pupils make accelerated progress from their starting points</b></p> <p>A&amp;B</p>	<p>Middle and Senior Leadership development programme</p> <p>PPG Leadership role</p> <p>Data analysis training for SLT</p> <p>Maths – use of Iris to embed mastery techniques</p> <p>Reading – use of Iris to embed talk for reading and use of questioning to develop inference</p> <p>Phonics– use of Iris to ensure all adults deliver RWI sessions consistently well</p>	<p>Initial attainment targets 2017-2018</p> <p><b>Actual Impact:</b></p> <p>Whole school mobility was 64% with 144 children joining school ‘in year’, overall 76% of new starters are new to English or in the stage of early acquisition.</p> <ul style="list-style-type: none"> <li>On average, PP pupils across the have made an average of 8% (reading), 16% (writing) and 11% (maths). <b>This an on increase on the previous year.</b></li> <li>On average, 48% (reading), 50% (writing) and 45% (maths) of PP across the academy have made expected progress.</li> <li>Pupils who are PP and SEND in 80% of the classes across the academy have made more progress in maths and reading than those not PP or SEND.</li> <li>On average, 37% (reading), 41% (writing) and 42% (maths) of PP and SEND across the academy have made expected progress.</li> </ul>	<p><b>NPQML/SL training</b></p> <p><b>Continue bespoke CPD next year</b></p> <p><b>PPG leadership</b> – need to widen accountability so that all leaders and staff teams focus on PPG</p> <p><b>Iris</b> - limited impact this year due to staff changes, where it has been used it supported self reflection and the sharing of good practice effectively. Direct 1:1 staff coaching has been effective in improving the quality of learning and teaching in both phonics and maths.</p> <p><b>Embed basic skills good practice next year with new staff</b></p> <p><b>Embed coaching programme and peer learning programme to continue to improve quality first teaching across the curriculum</b></p>	<p><b>See spend plan 17-18</b></p>

		<ul style="list-style-type: none"> <li>GLD, phonics screen and KS1 end of year outcomes a higher percentage of children in receipt of PPG achieved age related expectations compared to non PPG</li> <li>Improved overall learning and teaching from 38% to 62% good or better</li> <li>Removal of special measures in Feb 2018</li> <li>Leadership team graded as 'good'</li> </ul> <p>See Data 2017-2018 report See Ofsted report February 2018 See Academy review report June 2018</p>		
<p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p><b>B &amp; D</b></p>	<p>Commando Joe character education – high quality PSHEC provision</p>	<p>Initial attainment targets 2017-2018</p> <p><b>Actual Impact:</b></p> <ul style="list-style-type: none"> <li>Ofsted commented positively in Feb 2018: "The school's work to promote pupils' personal development and welfare is good."</li> <li>PSHEC and pastoral provision has resulted in an overall 57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016.</li> </ul> <p>See Ofsted report February 2018</p>	<p><b>Commando Joe</b></p> <p>Sessions promoted team work, resilience, communication and social skills such as turn taking. CoJo was also used as an intervention for identified children in Y6 to support with readiness for Y7.</p> <p>Ofsted commented positively in Feb 2018: <b>Continue to embed high quality PSHEC</b></p>	<p><b>See spend plan 17-18</b></p>
ii. Targeted support				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Disadvantaged pupils make accelerated progress from their starting points (diminish differences)</p> <p><b>B</b></p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p><b>D</b></p>	<p>Stories for talking refresher</p> <p>Speech and Language Therapy bought in service</p> <p>Learning support assessments</p> <p>Be-spoke induction and baseline assessment by EAL champion for children starting school in year</p> <p>Breakfast club &amp; booster clubs, Hegarty Maths, Accelerated Reader</p> <p>Top up TA hours in every class Y3-6</p> <p>Sunshine provision room &amp; bespoke interventions</p> <p>Targeted pastoral support and alternative provision</p>	<p>Children in receipt of PPG make accelerated progress from their starting points</p> <p>50% reduction in behaviour incidents and FTEs</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>36% of PP pupils met ARE in writing, up 4% on 2017.</li> <li>PP pupils at the end of KS2 attained higher when compared to non-PP children.</li> <li>The percentage of PP children, who had prior KS1 attainment and attained, had increased from the previous year. Reading – 55%, writing - 48% and maths – 45%.</li> <li>57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016.</li> <li>100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale.</li> </ul> <p>See Data 2017-2018 report See Ofsted report February 2018</p>	<p><b>Targeted intervention and staff training:</b> Range of interventions delivered this year improved through staff training including LEAP and VIP refreshers, precision teaching training and Autism Awareness training.</p> <p><b>Continue next year – ensure all TAs are delivering quality precision teaching and LEAP sessions daily, maximise use of staff skills and expertise through flexible timetabling and provision mapping.</b></p> <p><b>Booster:</b> Range of boosters delivered improved progress and attitudes to learning. Need to continue to set up and use accelerated reader across KS2.</p> <p><b>Continue to embed and develop next year, link to breakfast club, reading morning, stay and play sessions</b></p> <p><b>Be-spoke induction and baseline assessment:</b> Over 140 children were admitted in year, due to the sporadic nature and volume at certain time periods of new starters a full EAL Champion assessment was not always manageable. Where it was possible this impacted on a smoother induction process, targeted TA support and accelerated progress from starting points.</p> <p><b>Timetable new starter induction so that baseline assessments and 6 week reviews are manageable.</b></p> <p><b>Pastoral intervention and alternative provision:</b> Range of interventions delivered improved through staff training including Healthy Minds. Alternative provision impacted positively on behaviour and attitude to learning.</p> <p><b>Fully integrate pastoral provision to SEND offer and use Sheffield Support Grid to assess need and ensure timely and targeted intervention.</b></p>	<p><b>See spend plan 17-18</b></p>
<p><b>iii Whole school strategies</b></p>				
<p>Disadvantaged children are engaged in school life, attend regularly and on time</p> <p><b>C</b></p> <p>Disadvantaged pupils make accelerated</p>	<p>Motivational attendance and behaviour rewards and systems</p> <p>Strategic attendance home visits &amp; home language support</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>For GLD, phonics screen and KS1 end of year outcomes a higher percentage of children in receipt of PPG achieved age related expectations compared to non PPG</li> </ul>	<p><b>Attendance Officer, Family Liaison Officer, SOL:</b> Time invested ‘on the ground’ and the revised attendance rewards have impacted on a continued trend of improved attendance and reduced persistent absence. Some escalation meetings this year have taken place in the family home to avoid time wasted for no shows.</p> <p><b>Continue next year and ensure improved strategic joint working with other local agencies and the Local Authority to improve the escalation process.</b></p> <p><b>Extra curricular activities:</b></p>	<p><b>See spend plan 17-18</b></p>

<p>progress from their starting points</p> <p>B</p> <p>Attainment for disadvantaged pupils is raised</p> <p>A</p>	<p>SOL targeted attendance support for escalations</p> <p>Music and sports activities, residential visit</p> <p>Parent partnerships –family learning courses, toddler group</p>	<ul style="list-style-type: none"> <li>• Attendance for children in receipt of PPG has increased from 88% 16-17 to 91.8%.</li> <li>• The gap between attendance of PPG and non PPG has diminished from 2.6% to 1.5%</li> <li>• 100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale.</li> <li>• Targeted pastoral intervention has impacted on 79% of children accessing support improving their attendance, 82% showing a reduction in behaviour incidents and 79% in FTEs.</li> </ul> <p><a href="#">See Ofsted report Feb 2018</a>  <a href="#">See Academy review report June 2018</a>  <a href="#">See Attendance report 2017-2018</a>  <a href="#">See school parliament reports</a>  <a href="#">See Parent View 2017-2018</a></p>	<p>Children have had opportunities again to access a range of additional activities including a residential to Whirlow Farm and music and computing clubs. This has continued to impact on children’s attendance and positive comments about school.</p> <p><b>Continue and extend next year</b></p> <p><b>Family activities:</b>  Parents have had opportunity to access a range of family learning activities across the year including CBeebies, stories, construction, cooking and ESOL. This has impacted on families having a better understanding of school life.</p> <p><b>Continue next year</b></p>	
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3. Attainment and progress		2016-2017	2017-2018	2016-2017	2017-2018
<b>Y6</b>	<i>PP</i>	<i>PP</i>	<b>Non PP</b>	<b>Non PP</b>	
% achieving expected standard or above combined	4%	3% (1)	6%	0%	
% achieving expected standard or above in reading	14%	3% (1)	0%	0%	
% achieving expected standard or above in writing	50%	36% (14)	22%	5% (2)	
% achieving expected standard or above in maths	21%	15% (6)	22%	0%	
Progress score for Reading	1.08	-0.5 (predicted)	-8.25	-3.0 (predicted)	
Progress score for Maths	1.78	1.6 (predicted)	-6.98	1.1 (predicted)	
<b>Y2</b>					
% achieving expected standard or above combined		12% (7)		7% (4)	
% achieving expected standard or above in reading	9%	14% (8)	9%	5% (3)	
% achieving expected standard or above in writing	9%	14% (8)	11%	7% (4)	
% achieving expected standard or above in maths	9%	15% (9)	17%	7% (4)	
Y1 phonics screen % achieving expected standard or above	29%	13% (7)	31%	7% (4)	
EYFS Good Level of Development	55%	14% (7)	25%	12% (6)	

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A	Inadequate language for learning on entry to school – especially Nursery, Reception, Year 1	
B	Language acquisition in English – high levels of in year mobility, number of children assessed as new to English on entry	
C	Inconsistent schooling from Reception to Year 6 - low attainment on entry, gaps in learning	
D	Reading – comprehension skills, inference	
E	Maths – secure knowledge of place value	
F	Inadequate learning and social skills on entry to school – sharing, turn taking, resilience, empathy, aspiration	
G	Social and Emotional Needs - attachment difficulties, emotional regulation difficulties, conflict resolution difficulties	
H	Low self confidence and self esteem – applying learning in different contexts independently (A+ disadvantaged learners)	
I	Low numbers of children working at or above age related expectations within the Academy – peer learning, motivation (A+ disadvantaged learners)	
External barriers (issues which also require action outside school, such as low attendance rates)		
J	Transient community - high mobility (70% in year 2016-2017)	
K	Prioritising education, aspirations, understanding of UK school expectations	
L	Family desire, confidence and ability to communicate in English	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attainment for disadvantaged pupils is raised	Cohort: 21% Y6 combined 22% Y2 combined 49% Y1 phonics 20% GLD
<b>B.</b>	Disadvantaged pupils make accelerated progress from their starting points (diminish differences)	At least 20% of disadvantaged ‘core’ children make accelerated progress to age related expectations in each year group
<b>C.</b>	Disadvantaged children are engaged in school life, attend regularly and on time (diminish differences)	Cohort: 94% attendance 50% reduction in fixed term exclusions
<b>D.</b>	A+ disadvantaged learners achieve aspirational attainment targets	100% of high attaining disadvantaged children achieve exceeding, greater depth or mastery at the end of the academic year

## 6. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of strategy. Date and update	Costs
<p>Attainment for disadvantaged pupils is raised</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A&amp;B</p>	<p>Middle and Senior Leadership development</p> <p>Data analysis training for SLT</p>	<p>2017-2018 impacted on:</p> <ul style="list-style-type: none"> <li>Removal of special measures</li> <li>Good judgement for leadership team</li> </ul> <p>See Ofsted report February 2018</p> <p>Addressing barriers: C, D, E</p>	<p>Academy Development Plan and getting to good plan</p> <p>Appraisals</p> <p>Leadership team meetings</p> <p>Oasis Regional Director Challenge and Review meetings</p> <p>Oasis Academy reviews</p>	HR		<p><b>£1500</b> Learners First subscription - NPQ</p> <p><b>£3780</b> 20 days quality cover</p> <p><b>£3263</b> Iris subscription</p> <p><b>£2000</b> Training &amp; subscriptions</p> <p><b>£2000 approx</b> Be-spoke data tracker</p>
	<p>Maths:</p> <ul style="list-style-type: none"> <li>Continue to embed mastery</li> <li>Continue to embed additional maths fluency</li> <li>NCETM maths mastery specialist programme</li> <li>TRG training groups</li> <li>Booster groups</li> </ul>	<p>Track record of improving the quality of learning and teaching and improvements in basic maths skills</p> <p>See PPG 2017-2018 impact</p> <p>EEF Mastery learning moderate impact +5</p> <p>Addressing barriers: E, H</p>	<p>Academy Development Plan and getting to good plan</p> <p>Appraisals</p> <p>Teaching matrix – triangulated view</p> <p>Maths on a page document</p>	GC		<p><b>£4,397</b> Maths Leadership</p>



	<p>Phonics and Reading:</p> <ul style="list-style-type: none"> <li>Continue to embed think aloud sessions</li> <li>Continue to embed phonics quality first teaching</li> <li>English specialist consultant support – teaching cycle</li> <li>Booster groups</li> </ul>	<p>Track record of improving the quality of learning and teaching and improvements in basic skills See PPG 2017-2018 impact</p> <p>EEF reading comprehension strategies moderate impact +5</p> <p>EEF Phonics moderate impact +4</p> <p>Addressing barriers: C, D, H</p>	<p>Academy Development Plan and getting to good plan Appraisals</p> <p>Teaching matrix – triangulated view</p> <p>Phonics on a page document</p> <p>English on a page document</p>	RH JT		<p><b>£40,000</b> SLT Leadership of English</p> <p><b>£1800</b> Consultant support x 8 visits</p> <p><b>£4,397</b> KS1 Leadership</p>
<p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p><b>B &amp; D</b></p>	<p>Commando Joe character education – high quality PSHEC provision</p> <p>Confidence and resilience</p>	<p>Evidence based track record of improving children's personal and social skills See Ofsted report February 2018</p> <p>EEF social and emotional learning moderate impact +4</p> <p>Addressing barriers: I, H</p>	<p>Academy Development Plan and getting to good plan Appraisals</p> <p>Leadership team meetings</p> <p>Oasis Regional Director Challenge and Review meetings</p> <p>Oasis Academy reviews</p>	HR		<p><b>£1725</b> Commando Joe</p>
<b>ii Targeted support</b>						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of strategy. Date and update	Costs
<p>Disadvantaged pupils make accelerated progress from their starting points (diminish differences)</p> <p><b>B</b></p> <p>Disadvantaged children are engaged in</p>	<p><b>Intervention training for staff - closing the gap:</b></p> <ul style="list-style-type: none"> <li>LEAP/VIP</li> <li>Precision teaching</li> <li>Boxall profiles</li> <li>Motor skills</li> <li>Social Stories</li> </ul>	<p>Signposted as good practice in Sheffield – SEND Locality B</p> <p>EEF oral language interventions moderate impact +5</p> <p>Addressing barriers: A, B</p>	<p>Academy Development Plan and getting to good plan Appraisals</p> <p>Leadership team meetings</p> <p>Oasis Regional Director Challenge and Review meetings</p> <p>Oasis Academy reviews</p>	CW		<p><b>£8107</b> Additional SEND Leadership</p> <p><b>£2000 approx</b> Staff training – Boxall profiles, Thrive</p>

<p>school life, attend regularly and on time</p> <p><b>C</b></p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p><b>D</b></p>	<p><b>Speech and Language Therapy bought in service</b></p> <p><b>SEND package – learning support assessments, additional expertise, training</b></p>	<p>Good practice observed in other local schools</p> <p>Addressing barriers: A, B, C</p>	<p>Data analysis – SEND &amp; PPG</p>	<p><b>CW</b></p>	<p><b>£8967</b> SALT <b>% PPG £5380</b></p> <p><b>£</b> Fusion <b>% PPG £</b></p>
	<p><b>Be-spoke induction and baseline assessment by EAL champion for children starting school in year</b></p>	<p>Good practice observed in other local schools</p> <p>Addressing barriers: A, B, C</p>	<p><b>Data analysis of progress – in year starters PPG</b></p>	<p><b>AF</b></p>	<p><b>£3042 for the year</b></p>
	<p><b>Y6 free breakfast club booster</b> <b>Hegarty maths</b> <b>Accelerated Reader</b></p>	<p>Good practice observed in other Oasis schools</p> <p>Report from National Literacy Trust on impact of Accelerated Reader programme</p> <p>Addressing barriers: D, E, I, K</p>	<p><b>Data analysis of progress – PPG</b> <b>Child voice</b></p>	<p><b>AF &amp; GC</b></p>	<p><b>£2515</b> TA breakfast booster</p> <p>Free breakfast Y6 <b>£2850</b> for the year</p> <p><b>£4503</b> Accelerated reader</p> <p><b>£1000</b> Hegarty Maths</p>
	<p><b>Closing the gap targeted intervention, support, challenge</b> <b>Top up TA hours Key Stage 2 1.15 - 3.15pm M-F term time</b></p>	<p>Track record of improving vocabulary and language See PPG 2016-2017</p> <p>Addressing barriers: A, B, C, H &amp; I</p>	<p><b>Data analysis of progress – PPG</b> <b>Child voice</b></p>	<p><b>CW</b></p>	<p><b>£21,067</b></p>
	<p><b>Additional staffing for sunshine provision &amp; bespoke high need intervention</b></p>	<p>Good practice observed in other Oasis schools</p> <p>Addressing barriers: A, B, C</p>	<p>Data analysis – SEND &amp; PPG <b>Child voice</b></p>	<p><b>CW</b></p>	<p><b>£24084/year</b> <b>1.5 staff</b> <b>%PPG £15895</b></p>
	<p><b>Targeted, time limited, measurable pastoral intervention linked to Sheffield SEND support grid</b></p>	<p>Significant reduction in fixed term exclusions over the last 2 years</p> <p>Alternative provision initiated with Sheffield LA</p> <p>EEF Behaviour interventions moderate impact +3</p> <p>Addressing barriers: F, G, H, K, H</p>	<p>Academy Development Plan and getting to good plan</p> <p>Appraisals</p> <p>Oasis Academy reviews</p> <p>Reduction in FTEs</p>	<p><b>CW</b></p>	<p><b>£37000</b> Pastoral, inc Counselling</p> <p><b>£6202</b> Alternative provision</p>

iii Whole school strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of strategy. Date and update	Costs
Disadvantaged children are engaged in school life, attend regularly and on time  C	<b>Motivational attendance rewards</b>  <b>Strategic attendance home visits &amp; home language support – below 90% attendance</b>  <b>SOL attendance support</b>	Good practice observed in other Oasis schools Track record of improving attendance and diminishing the difference <a href="#">PPG spend plan 2017-2018</a>  Addressing barriers: J, K	Academy Development Plan and getting to good plan Attendance on a page report Child voice	<b>RHI</b>		<b>£3000</b> Rewards  <b>£45040</b> Attendance Team  <b>£3264</b> SOL
Disadvantaged pupils make accelerated progress from their starting points  B	<b>Motivational and aspirational activities and rewards</b>  <b>Outdoor area development in KS1</b>	Good practice observed in other local schools  RSA 'Between the cracks' 2013 – need to minimise the impact of mobility on social relationships, readiness to learn/learning skills and low attainment  Addressing barriers: F, G, H, K	Academy Development Plan and getting to good plan Child voice  Oasis Academy reviews  Reduction in FTEs	<b>RHn</b>		<b>£550</b> Singing package  <b>£500</b> Whirlow residential  <b>£3000</b> Behaviour rewards, Children's Choice, aspiration visits  <b>£3000</b> KS1 outdoor area  <b>£3042 for the year</b>
Attainment for disadvantaged pupils is raised  A	<b>Parent partnerships:</b> <ul style="list-style-type: none"> <li>Family learning courses</li> <li>Community events</li> <li>Toddler group</li> </ul>	Good practice observed in schools  <b>EEF Early Years intervention moderate impact +5</b>  <b>EEF parental involvement moderate impact +3</b>  Addressing barriers: D, E, K, L	Academy Development Plan and getting to good plan Parent partnerships on a page Parent voice	<b>AF</b>		Toddler group <b>£721</b>
					<b>TOTAL COST</b> £43302 contingency	<b>£236540</b>
<b>8. Additional detail</b>						
<b>2016-2017 spend: 52% PPG</b>		<b>2017-2018 spend: 56% PPG</b>		<b>2018-2019 spend: 64.6% PPG</b>		