

**Mandale Mill Primary School
Pupil Premium Funding Overview 2016-2017**

Total Number on Roll	290
Total Number of Children Eligible for Pupil Premium Grant	162
Total Pupil Premium Grant Received	£207,840

**Mandale Mill Primary School
Pupil Premium Strategy 2016-2017**

Review Dates: March 2017, July 2017

Impact to be amended once national data is available

Broad Area and Issue to Address	Pupil Premium Focus	Action Evidence to support strategy.	Planned Impact Actual Impact	Monitoring of Effectiveness	Amount allocated
<p>Inclusion</p> <p>Meeting the needs of all vulnerable students to enable progress to be made.</p> <p>Barrier to Learning</p> <p>Social and emotional welfare affecting children's ability to learn and make</p>	<p>1:1 support for key vulnerable students</p>	<p>1:1 TA, to support social and emotional needs to enable children to access classroom learning.</p> <p>EEF: 1:1 support +5 months</p>	<p>All children will be in receipt of Quality First Teaching. Children to make at least expected progress, closing gap towards age related expectations.</p> <p>Through the 1:1 support provided all children were able to access curriculum provision. Whilst children remain below ARE the additional provision enabled all to make progress in reading, writing and maths, with all children making accelerated progress in at least one subject area.</p>	<p>Half termly reviews by Mini School Leaders.</p> <p>Impact reviewed termly by Governing Body.</p>	<p>£15,680</p>
	<p>SEN</p>	<p>Timely intervention for children with social and emotional needs, supplementing High Needs Funding</p> <p>EEF: 1:1 support +5 months EEF: targeting social and emotional learning +4 months</p>	<p>Rapid response to children's needs enabling them to access their full curriculum entitlement.</p> <p>1:1 support provided enabled accelerated progress to be made in reading, writing and maths, significantly closing the gap in reading and maths.</p>	<p>Half termly by HT and SENCO</p>	<p>£1000</p>

progress.	Learning Mentor	<p>To enable curriculum access for all disadvantaged children.</p> <p>Support with a range of interventions: motor skills, social and emotional as well as curriculum based.</p> <p>EEF: 1:1 support +5 months EEF: targeting social and emotional learning +4 months</p>	<p>Increase in attainment and progress for all disadvantaged children.</p> <table border="1" data-bbox="920 172 1742 309"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>53%</td> <td>71%</td> <td>28%</td> <td>48%</td> <td>29%</td> <td>52%</td> </tr> <tr> <td>Progress</td> <td>59%</td> <td>56%</td> <td>51%</td> <td>47%</td> <td>58%</td> <td>59%</td> </tr> </tbody> </table> <p>ARE is based on all children, progress data is based on accelerated progress for children who have been at Mandale Mill from Autumn term.</p> <p>Whilst a gap remains between PP children attaining ARE and other children within cohorts, PP children area making at least the same percentage of accelerated progress and in reading and writing exceeding that of other children. All PP children made some progress in all areas, in terms of expected plus progress made by PP children: reading 78% (other children 82%), writing 74% (other children 76%) and maths 80% (other children 87%).</p> <p>Early identification of social and emotional needs, implementing intervention limiting any loss of learning time.</p> <p>The needs of children necessitated a review of the Learning Mentor role. Rather than interventions, key children have been supported in terms of social and emotional needs to enable progress and attainment. The impact of this revision can be seen through the progress made. All made at least expected progress in reading, writing and maths, 75% of this group made accelerated progress in all three areas. 50% made ARE in all three areas with 50% achieving ARE in two areas.</p>		Reading		Writing		Maths			PP	Other	PP	Other	PP	Other	ARE	53%	71%	28%	48%	29%	52%	Progress	59%	56%	51%	47%	58%	59%	<p>Half termly reviews by Mini School Leaders</p> <p>SENCO to review half termly</p>	<p>£12,565 (percentage of total cost)</p>
	Reading		Writing		Maths																												
	PP	Other	PP	Other	PP	Other																											
ARE	53%	71%	28%	48%	29%	52%																											
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	Targeting Mental Health	<p>Purchase of 12 month package from Alliance to include targeted clinical therapeutic work and support for developing positive play and social skills.</p> <p>Staff training for designated areas around children's mental health.</p>	<p>Intense support for children referred into the service, enabling them to self-manage feelings. CPD around specific mental health issues.</p> <p>Due to the changing profile of need within school further group support and staff training provision was reallocated to direct therapeutic support. 88% of children who accessed therapeutic support are Pupil Premium. Of this group all have made some progress in all areas, 91% have made at least expected in all areas and 64% have made accelerated progress in all areas. This support has enabled 55% of this group to achieve ARE in at least one area.</p> <p>Up-skill school staff to provide positive play sessions to develop social skills whilst focusing on targeted children's emotional well-</p>	<p>PSA/HT/DHT/SEN Co to continually monitor impact.</p>	<p>£2000 (percentage of total cost)</p>																												

		<p>EEF: targeting social and emotional learning +4 months</p> <p>High Achievement Review: positive impact of a similar intervention at a similar primary school.</p>	<p>being.</p> <p>Positive friendship group set up to support social interaction. The stability and increased confidence this has provided has enabled all children to make at least expected progress in reading, writing and maths. All children have made accelerated progress in at least one area. 75% have achieved ARE in at least one subject area.</p>		
<p>Reading Development</p> <p>To improve attainment within reading across the school including Year 1 Phonics</p> <p><u>Barrier to Learning</u></p> <p>Children’s limited exposure to a range of texts and vocabulary.</p> <p>Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.</p>	<p>Read, Write Inc – Phonics and Spelling</p>	<p>Improve attainment across the school in terms of reading and writing. Including Early Years where this is a key target.</p> <p>EEF: Phonics teaching +4 months</p>	<p>Increase the percentage of children achieving the required standard in phonic screening, in line with other children nationally (83%). 70% of PP children achieved the required standard; this is an increase of 20% from 2016. The gap between pupil premium children and the rest of the cohort was 6%, this demonstrates a 29% reduction in the gap from 2016. This data also demonstrates an increase of 25% from PP children who achieved Reading ELG from 47% in reception to 72% at phonic screen.</p> <p>Increased percentage of children achieving GLD, in line with other children.</p> <p>The percentage of Pupil Premium children achieving GLD increased by 10% to 53% in 2017. However, the percentage achieving ELG for reading increased by 24% to 71%. The gap between disadvantaged and the remainder of the cohort has decreased this year by 12%.</p> <p>Within RWI, disadvantaged children to attain in line with other children.</p> <p>Focusing on end of year expectations, within Reception 73% of disadvantaged children have finished at least on track, compared to 83% of the rest of the cohort, a negative gap of 10%. This equates to just over one child. Within Y1 72% of disadvantaged children attained at least expected standard compared to 67% of the remainder of the cohort, a positive gap of 5%. Again, this equates to just over one child.</p> <p>Increase percentage of children achieving exceeding within the Reading and Writing ELG.</p> <p>There is an increase in children achieving exceeding within reading and maths, however this data does not include disadvantaged children. A target moving forwards.</p> <p>Increase in children’s progress to close the gap and increase the</p>	<p>Half termly reviews by Mini School Leaders.</p> <p>Impact reviewed termly by Governing Body.</p>	<p>£11,000</p>

			<p>percentage of children attaining expected standards at the end of Year 2 in line with other children nationally (reading 78%, writing 70%)</p> <p>25% of the Y2 PP cohort are either educated within IASC or are registered SEN. Reading and writing has shown that the gap at greater depth has reduced. This is the same for expected writing. Attainment in reading is lower at 46% and writing is 54% achieving expected standard or better. This falls short of other children nationally in 2016 but the cohort profile of multiple vulnerabilities has contributed to this greatly. In terms of children working at greater depth, this percentage has increased in reading by 25% reducing the gap by 17% and in writing by 14% reducing the gap by 11%.</p> <p>Close the gap between disadvantaged children and other children nationally.</p> <p>National data not available as of Sept 17. Within school information shows that 33% of disadvantaged pupils attained National Standard for reading compared to 40% of the rest of the cohort. The negative gap of 7% demonstrates a significant reduction from -29% in 2016.</p>																																											
	<p>Reading Support</p>	<p>Whole School Inference Training to develop the effectiveness of guided reading sessions. <i>(Delivered in Years 3, 4, 5 & 6)</i></p> <p>Purchase of Fresh Start resources to provide intervention for Y5 & Y6.</p> <p>Additional RWInc resources to support intervention in Years 3 and 4.</p> <p>EEF: Reading comprehension strategies +5 months.</p>	<p>Increase in progress and attainment in reading across all phases. With the exception of Y5, all year groups have at least 50% of Pupil Premium children attaining ARE. Whilst in all cases this is below the attainment of other children within the cohort, a greater percentage Pupil Premium children are making at least expected and accelerated progress.</p> <table border="1" data-bbox="920 1034 1742 1343"> <thead> <tr> <th></th> <th></th> <th>ARE+</th> <th>Expected +</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 3</td> <td>PP</td> <td>87% (13)</td> <td>87% (13)</td> <td>73% (11)</td> </tr> <tr> <td>Other</td> <td>50% (14)</td> <td>79% (22)</td> <td>86% (19)</td> </tr> <tr> <td rowspan="2">Year 4</td> <td>PP</td> <td>67% (8)</td> <td>75% (9)</td> <td>68% (19)</td> </tr> <tr> <td>Other</td> <td>67% (8)</td> <td>75% (9)</td> <td>35% (3)</td> </tr> <tr> <td rowspan="2">Year 5</td> <td>PP</td> <td>36% (8)</td> <td>77% (17)</td> <td>72% (16)</td> </tr> <tr> <td>Other</td> <td>78% (7)</td> <td>67% (6)</td> <td>67% (6)</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>PP</td> <td>65% (20)</td> <td>84% (26)</td> <td>68% (21)</td> </tr> <tr> <td>Other</td> <td>78% (7)</td> <td>78% (7)</td> <td>67% (6)</td> </tr> </tbody> </table> <p>Reduce the in school gap between disadvantaged and other pupils. Reduce the gap between school disadvantaged and other children nationally.</p>			ARE+	Expected +	Accelerated	Year 3	PP	87% (13)	87% (13)	73% (11)	Other	50% (14)	79% (22)	86% (19)	Year 4	PP	67% (8)	75% (9)	68% (19)	Other	67% (8)	75% (9)	35% (3)	Year 5	PP	36% (8)	77% (17)	72% (16)	Other	78% (7)	67% (6)	67% (6)	Year 6	PP	65% (20)	84% (26)	68% (21)	Other	78% (7)	78% (7)	67% (6)	<p>Half termly reviews by Mini School Leaders.</p> <p>English Leader to monitor termly.</p> <p>Impact reviewed termly by Governing Body.</p>	<p>£6000</p>
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			<p>National data not available as of September 17</p> <p>Increase the percentage of children achieving expected standard in line with other children nationally (71%).</p> <p>Year 6</p> <p>Teacher Assessment: 63% of PP children achieved the expected National Standard, this is compared to 80% of other children within the cohort – a gap of -17%.</p> <p>Test Data: The percentage of PP pupils achieving national standard has shown an increase of 2% to 33%.</p>		
<p>Curriculum Enrichment</p> <p>To ensure all children have access to enrichment activities.</p> <p>Barrier to Learning</p> <p>Significant area of deprivation limiting children's experiences to enhance their learning.</p>	<p>After school Curriculum Enrichment</p>	<p>Provide a programme of afterschool enrichment activities.</p> <p>EEF: Extending the school day (enrichment activities) +2.</p> <p>EEF: Sports participation +2</p> <p>EEF: Arts participation +2</p>	<p>Children to experience a range of enrichment activities otherwise not available to them.</p> <p>All children who requested a place at an afterschool club got at least one of their main choices. Clubs that took place across the year included: Football, Fitkids, Arts and Crafts, Computer Club, Homework Club, Film Club, Sign Language, Youthy, Netball, Rounders.</p>	<p>DHT and Learning Mentor Termly</p>	<p>£2000</p>
	<p>Educational Visits</p>	<p>Ensure all children can access educational visits.</p>	<p>All children to access all educational visits and curriculum enrichment activities.</p> <p>All children accessed visits, these included: Guisborough Forest, Preston Park, Eden Camp, Oriental Museum/Durham University, Coulby Newham Farm and Flamingo Land.</p>	<p>Mini-school leads to monitor within own phases.</p>	<p>£500</p>
	<p>Lunchtime Enrichment</p>	<p>Additional lunchtime supervisor employed in order to release a TA to provide enrichment activities (reading, colouring, puzzles).</p> <p>EEF: social and emotional support +4 months</p>	<p>An enhanced lunchtime experience for KS1 children. Improvement in social skills.</p> <p>Children responded positively to the provision. Children targeted for support with social interaction accessed the provision, reacting positively to the calm more structured environment.</p> <p>Developing positive play with groups of children.</p> <p>Positive friendship group set up to support social interaction. The stability and increased confidence this has provided has enabled all children to make at least expected progress in reading, writing and maths. Key children identified have made accelerated progress in at least one area. 75% have achieved ARE in at least one subject area.</p>	<p>KS1 Leader to monitor impact</p>	<p>£2041</p>

<p>Quality of Teaching</p> <p>To improve outcomes for disadvantaged children via high quality teaching and learning. Identified in SIP through Leadership and management and Quality of teaching learning and Assessment.</p> <p><u>Barrier to Learning</u></p> <p>Children’s limited exposure to a range of texts and vocabulary.</p> <p>Children enter school significantly below age related expectations in Communication, and Language and Reading and Writing.</p>	<p>Mini-School Format</p>	<p>0.5 DHT release and TLR Teaching and Learning release to develop the quality of teaching and outcomes within respective phases.</p> <p>Strategy applied in a primary school with a similar profile. Positive impact can be seen via school’s data.</p>	<p>Rigorous focus within Mini-School phases to drive forward standards, improving attainment and progress across the curriculum.</p> <p>To reduce both in-school gap and the gap between other children nationally.</p> <p><u>Internal Assessment Data</u> Following half termly analysis, the in school gaps are beginning to reduce. Data analysed covers ARE +, exceeding ARE working below ARE, accelerated progress, expected + progress, some progress and no progress made. Across Y1-Y6 focusing on reading, writing and maths, this gives 126 aspects of data to analyse. At the end of the 2016/17 academic year 37% remained red indicating a negative gap, this is a reduction of 11% from Summer 1 and 15% reduction from September 16. Areas where disadvantaged children out perform other children has seen a 4% drop, however, there has been an 11% rise in PP children performing at least in line with other children. This also represents a 15% increase from September 2016.</p> <p><u>GLD</u> The percentage of PP children increased by 10% to 53%, reducing the gap by 5% to -4% (less than one child)</p> <p><u>Phonic Screening</u> 70% of PP children achieved the required standard; this is an increase of 20% from 2016. The gap between pupil premium children and the rest of the cohort was 6%, this demonstrates a 29% reduction in the gap from 2016.</p> <p><u>End of KS1</u> Focusing on children achieving at least expected standard, the in school gap has reduced within writing by 9%, maths by 15% and CRWM by 11%. The gap in reading has increased by 18% and will be a target focus of 2017/18.</p> <p><u>End of KS2</u> Focusing on test data with children attaining expected standard. In reading and SPAG school has increased the percentage of PP children achieving the expected standard: reading by 2% to 33% and SPAG by 7% to 63%. Maths remained static at 50% as did writing at 63%. CRWM increased by 5% to 30% of PP children achieving this.</p>	<p>Weekly meeting with HT.</p> <p>Termly Impact Statement to Governors.</p>	<p>£116,764</p>
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			<p>The gap between PP and other children has reduced in all areas: reading by 22% to -7%, writing by 1% to -27%, maths by 40% to 0% difference, SPAG by 175 to -17%. CRWM saw a decrease of 35% to 0% as both groups of children performed on par. Pupil Premium children have also seen an improvement in their progress scores in all areas: reading -1.4 from -4.6 in 2016, writing -0.2 from -0.6 and maths -1.2 from -1.3.</p> <p><i>Comparison to other children nationally to be added to impact once available.</i></p>		
CPD	<p>Whole school RWI training.</p> <p>English Lead Inference Training.</p> <p>RWI Spelling training for English Lead and HT – to be disseminated to whole school.</p> <p>Think Sensory not Behaviour (8 staff)</p>	<p>Increase in the percentage of children achieving age related expectations in reading and writing.</p> <p>See RWI Impact</p> <p>To close the gap between school disadvantaged and other children nationally in phonics, reading at Y2 and Y6.</p> <p>Phonic Screening</p> <p>72% of PP children achieved the required standard; this is an increase of 22% from 2016.</p> <p>Year 2</p> <p>The percentage of PP children achieving expected standard has increased by 15% in 2016 to 46% in 2017. The gap between disadvantaged and other children nationally has increased by 15.8% to 29.8%. This is to be a target focus within 2017/18 academic year.</p> <p>Year 6</p> <p>Teacher Assessment: 63% of PP children achieved the expected National Standard, this is compared to 80% of other children within the cohort – a gap of -17%.</p> <p>Test Data: The percentage of PP pupils achieving national standard has shown an increase of 2% to 33%.</p> <p>Early identification and subsequent intervention for children displaying sensory needs.</p> <p>Increased awareness by staff has enabled bespoke provision to be planned for children with SEN support – see SEN /1:1 for impact evidence.</p>	<p>Half termly reviews by Mini School Leaders.</p> <p>English Leader to monitor termly.</p> <p>SENCO to support and monitor the identification of sensory needs.</p> <p>Impact reviewed termly by Governing Body.</p>	£3000	

	<p>Development of Early Years Provision to support development of the new larger environment within the new school building.</p>	<p>Equipment and resources to further enhance the learning environment.</p> <p>High Achievement Review: Normamby Primary case Study: ‘The physical environment, both indoors and outdoors and the activities provided are challenging and open-ended to encourage and promote problem solving, creativity and critical thinking.’</p>	<p>Increase in the percentage of children achieving GLD. Reduce the gap further so disadvantaged children are achieving in line with other children within school.</p> <p><i>The percentage of PP children achieving this remained static at 43%, however the gap between disadvantaged and other children has increased by 11%. A target focus for 2017/18.</i></p> <p>Reduce the gap between school disadvantaged children and other children nationally. <i>Awaiting national data.</i></p>	<p>Half termly monitoring by Mini School Lead.</p> <p>Early Years lead to monitor the effectiveness of the environment on a weekly basis.</p>	<p>£17,000</p>																												
	<p>Computing and IT Support</p>	<p>TA half day release per week to support access to curriculum provision .</p> <p>Purchase of Apps</p> <p>EEF: Digital technology +4 months</p>	<p>Increase in children’s attainment and progress in all subject areas as a result of IT facilities.</p> <table border="1" data-bbox="920 746 1742 884"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>53%</td> <td>71%</td> <td>28%</td> <td>48%</td> <td>29%</td> <td>52%</td> </tr> <tr> <td>Progress</td> <td>59%</td> <td>56%</td> <td>51%</td> <td>47%</td> <td>58%</td> <td>59%</td> </tr> </tbody> </table> <p><i>ARE is based on all children, progress data is based on accelerated progress for children who have been at Mandale Mill from Autumn term.</i></p> <p><i>Whilst a gap remains between PP children attaining ARE and other children within cohorts, PP children are making at least the same percentage of accelerated progress and in reading and writing exceeding that of other children.</i></p>		Reading		Writing		Maths			PP	Other	PP	Other	PP	Other	ARE	53%	71%	28%	48%	29%	52%	Progress	59%	56%	51%	47%	58%	59%	<p>Computing Lead (DHT) and HT to monitor.</p>	<p>£4000</p>
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ARE	53%	71%	28%	48%	29%	52%																											
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	<p>Computing and IT support</p>	<p>Purchase of APPs for class Ipad to support learning.</p> <p>EEF: Digital technology +4 months</p>	<p>Children to make at least expected progress, closing gap towards age related expectations.</p> <p><i>Data for accelerated progress can be seen above.</i></p> <p><i>All PP children made some progress in all areas, in terms of expected plus progress made by PP children: reading 78% (other children 82%), writing 74% (other children 76%) and maths 80% (other children 87%).</i></p>	<p>Half termly through Mini Schools</p>	<p>£1000 <i>(percentage of see parental engagement)</i></p>																												

<p>Parental Engagement</p> <p>To also include attendance and punctuality</p> <p>Barrier to Learning</p>	<p>Marvellous Me</p>	<p>Internet based reward system to engage parents with the work of the school.</p> <p>EEF: Parental involvement +3 months</p>	<p>Increase in parental engagement with school.</p> <p>Further enhance children’s positive attitude to learning.</p> <p>83% parental take up rate, with all followers at 107%. 10,040 activities have been shared with parents, 7605 celebratory badges have been sent home and 6240 messages about class activities have been sent. In response to this we have received 11,083 Hi5 responses from parents.</p>	<p>Behaviour Lead to monitor half termly</p>	<p>£1,000</p>
<p>Attendance: 22% of disadvantaged children were recorded as persistent absentees (2015-1016).</p> <p>Low parental engagement and support.</p>	<p>PSA</p>	<p>Attendance to be at least in line with national average.</p> <p>Increase family engagement.</p> <p>To provide early intervention for families at EHA level.</p> <p>EEF: Parental involvement +3 months</p> <p>Attendance strategy applied following a visit to a local cluster school of a similar profile. Attendance evidence is clear in school’s data.</p>	<p>Increase the percentage of pupils with attendance at least in line with national average.</p> <p>Whole school attendance 94.4%</p> <p>Reduce the percentage of children recorded as persistent absentees. 12.1% of children have attendance below 90%, this is a reduction of 4% from the previous year. Within this group, children with 6 or more late marks have been the focus of intense intervention resulting in the following: 42% are at ACC stage, 11% are on attendance plans, 10% EHA or CIN, 5% are mid year starters, 32% have declined the support of EHA and provide medical evidence.</p> <p>Greater family engagement to support children within school supporting attainment and progress.</p> <p>Drop in coffee mornings have been held every month, with parental feedback given to HT/SLT/whole staff.</p> <p>Family Learning courses have started with 19 parents attending for a 10 week course of English and maths. This is to be further developed within 2017/18 academic year.</p>	<p>Half termly monitoring by PSA.</p>	<p>£16,402</p>
	<p>Attendance and Punctuality</p>	<p>Home visits</p> <p>Additional office time for robust first day response plus additional follow ups.</p>	<p>Reduction in persistent absentees</p> <p>12.1% of children have attendance below 90%, this is a reduction of 4% from the previous year.</p> <p>Increase in children’s attendance to at least in line with national average.</p> <p>End of year attendance is 94.4%, accounting for date of birth for reception children. The implementation of the flow chart and reward strategies in Spring Term demonstrated an improvement in attendance from 94.1% in Autumn to 94.7% in Spring term (termly data is not accumulative). There was insufficient time throughout</p>	<p>HT, PSA and DHT to monitor half termly.</p>	<p>£8000</p>

			<p>the year for the implemented strategy to impact on Autumn Terms data.</p> <p>Improvement in punctuality rates.</p> <p>School has seen an overall reduction in the minutes of learning lost to punctuality from 4034 minutes in Autumn term to 3022 in Summer term.</p>		
	Computing and IT support	<p>Funding for texting service</p> <p>EEF: Parental involvement +3 months</p>	<p>Maintain and increase parental engagement.</p> <p>Text service now increasingly used as reminders for events and meetings taking place.</p>	Half termly through Mini Schools	£1000 <i>(percentage of see quality of teaching)</i>
Total Pupil Premium Spend					£220,952.00