

# Pupil Premium Strategy Statement: 2015-16

1. Summary Information							
<b>Academic Year</b>	2015 -16	<b>Total PP Budget</b>	£42,240			<b>Date of PP Review</b>	Oct 16
<b>Number of pupils</b>	68	<b>Pupils eligible</b>	32	<b>Percentage of pupils' eligible form PP</b>	47.1%	<b>Date of next review</b>	Oct 17

2. Current Attainment		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>% expected standard in reading, writing and maths</b>	57.7%	42.9%
<b>Pupils average tracking points for reading, writing and maths comparison to ARE</b>	-0.6	-0.9
<b>Progress above the national average in Reading</b>	37.5%	36.1%
<b>Progress above the national average in Writing</b>	12.5%	17.2%
<b>Progress above the national average in Maths</b>	36.4%	34%
<b>% at expected KS1 standard + in reading, writing and maths</b>	0%	0%
<b>% of pupils on school Pupil Safe register</b>	61%	
<b>% of pupils on school Special Educational Needs register</b>	38%	
<b>% of pupils on PS &amp; SEN register</b>	11.5%	
3. Barriers to future attainment (for pupil eligible for PP)		
<b>A</b>	Some children's starting points in reading, writing and maths are below national expectations	
<b>B</b>	Some children are lacking the wider experience of trips, music or attending clubs	
<b>C</b>	Some children have specific learning needs (as well as social, emotional and behavioural needs)	
External Barriers		

<b>D</b>	We have a number of families who have involvement from external agencies who are dealing with specific family issues.
<b>E</b>	83% of households hold a level 1 or 2 qualification or higher, with almost half having no qualifications at all.
<b>F</b>	Higher than regional average of children from a lone parent family living in overcrowded households.

4. Desired outcomes		
A	PP children need to make accelerated progress to close the gap as early as possible in their educational journey. Attainment and progress will be monitored using School Pupil Tracker (SPT). Pupil Progress meetings will focus on PP children. SPT will identify gaps in learning. SEND team meetings will review the impact of provision.	Increased attainment and accelerated progress
B.	Narrowing of the gap socially between PP and non-PP children. Facilitation of participation in local trips, educational visits and extra-curricular lessons. Delivering opportunities to help pupils build resilience and a growth mind-set leading to improved levels of health and well-being as well as increased opportunities to develop social and emotional skills.	Children are seen developing social and emotional resilience. Improved self-esteem and confidence.
C.	Improved access to curriculum for children with specific needs (Quality First Teaching and use of Interventions). Children will be better equipped to deal with social and emotional issues, which presently are a barrier to learning (Pastoral Teaching Assistant).	Improved attainment and progress. Positive impact on social and emotional well-being. Positive impact on relationships with families.
D.	Supporting those families who have outside agencies involved to continue to make progress in school.	Families are getting the right support to help their children in school
E.	Support families to positively engage with their child's education.	Monitor parental engagement through event registrations.
F.	Support family engagement in a flexible and approachable way.	Pupils arrive into classroom at beginning of day to open opportunities for communication.

## 5. Planned expenditure

**Academic Year** 2015-16

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

Desired outcome	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?
PP children need to make accelerated progress to close the gap over the year	Whole-school Pupil progress staff meetings led by KG	<p>Focused provision of pupil premium children. Focus on raising attainment in literacy and maths, closing the gap.</p> <p>Additional focus on pupil premium children with additional needs e.g. SEND</p>	<p>Assistant head and SEND lead on monitoring performance data regarding pupil premium children - identifying slow movers and low retainers</p> <p>Headteacher and assistant head to monitor training needs across all key stages.</p> <p>Evident in provision for individual children through annual teaching observations.</p>	MR PE KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
	<p>Continue TA support and additional one-to-one in classes</p> <p>TA support outside of core subjects focused on targeted intervention</p>	<p>TA's to support children in smaller target groups, enabling them to access the curriculum better.</p> <p>Target pupil premium children who have low attainment and/or progress in literacy and maths.</p>	<p>Class teacher to take accountability for pupil premium children progress. Monitored through attainment and progress data meetings.</p> <p>Identified pupils with complex needs have interventions recorded in their inclusion case files by class teachers.</p> <p>Pupil progress meetings agenda include pupil premium children each 6-week cycle. School Pupil Tracker used to analyse data and identified gaps in learning/low attainment.</p>	MR PE	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>

	<p>Small group intervention across all subjects and Key Stages.</p> <p>Academic enrichment clubs delivered and run by teachers and TA's.</p>	<p>Quality first teaching provided by experience teaching staff.</p> <p>Improved adults to child ratio allowing the targeted teaching.</p> <p>Improved positive behaviour and self-esteem.</p>	<p>Monitor through ongoing behaviour report and progress/attainment data.</p> <p>Curriculum planning meetings to monitor progress. School Pupil Tracker used to analyse data and identify gaps in subject/learning/low attainment.</p> <p>Lesson observations as part of appraisal cycle.</p> <p>Inclusion and pupil progress meetings scheduled each half term to review impact on provision. TA provision map to be drawn up to reflect needs and demands of individual children.</p>	<p>MR</p> <p>PE</p> <p>KG</p>	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
<b>Total</b>					£22, 240

<b>6. Targeted support</b>					
<b>Academic Year</b>		<b>2015-16</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Formal appointment of Pastoral Teaching Assistant	<p>Promote role whole school making clear to parents the benefits of the PTA's works with families and pupils.</p> <p>Establish a referral system so that vulnerable identify</p>	<p>Children will have the support to address social and emotional needs through intervention or sessions lead by PTA.</p> <p>Establish the position within the school structure – parents' start to self refer or initially</p>	<p>Regular review of case files and provision mapping – long term impact is to reduce the high level safeguarding families within identified vulnerable groups.</p> <p>Reducing the impact of instability/safeguarding needs for pupils so that learning does not</p>	MR	Every 6 weeks

	the PTA role and a positive intervention.	contact PTA in times of greatest need.	suffer due to short or long-term family circumstances.  Positive impact on relationships with families.		
<p>Improved access to the curriculum for children with specific needs (Quality first teaching and use of interventions).</p> <p>Children will be better equipped to deal with social and emotional issues which present a barrier to learning (Pastoral Teaching Assistant).</p>	<p>Provision mapping to provide additional support via Pastoral teaching assistants in KS1 and KS2.</p> <p>Social, emotional and behavioural needs addressed through 1:1 and group sessions throughout the school.</p> <p>Early identification of pupils requiring additional support.</p>	<p>Children will be better equipped to deal with social and emotional issues, which should impact positively on learning outcomes as well as overall well-being.</p> <p>Positive impact on Literacy and Maths attainment of the targeted children.</p>	<p>SEND leader to manage Pastoral Teaching Assistant timetable and provision to maximise positive impact.</p> <p>Record of Pastoral Teaching Assistant's involvement to be monitored by SEND lead and shared with SLT and staff.</p> <p>Success in emotional well-being of children and short-term involvement with Pastoral Teaching Assistant evident throughout provision maps.</p> <p>Attainment and progress data.</p>	PE KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
	<p>Provision of the nurture room for all children.</p>	<p>Providing a safe place for all children needing social and emotional support.</p> <p>Breakfast club and after-school provision to assist smooth transition at the beginning and end of the school day.</p>	<p>SEND leader to monitor the sessions being timetabled.</p> <p>Monitored through end of year attainment and progress data.</p>	KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>

		<p>Opportunities to develop relationships with parents through timetable session with PTA.</p> <p>A calm and homely environment for small group work for PPG children.</p>			
	Continued appointment of external agencies E.g. speech and language and Educational Psychologist	<p>Tailored external agencies S&amp;L support.</p> <p>Staff training in S&amp;L provided by external agencies (in particular EYFS)</p> <p>Facilitating staff and parents in initial assessment and supported interventions.</p> <p>Increasing children's ability to access the curriculum more easily, without barriers to learning.</p>	<p>SEND lead to maintain records of external involvement with children. Monitor and observe sessions.</p> <p>SEND lead to maintain overview of quality of provision and correct identification of children requiring support (in liaison with external agencies).</p>	KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
<b>Total Cost</b>					£11,800

7. Other approaches					
Academic Year	2015-16				
Desired outcome	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?
Narrowing the gap socially between PPG and non-PP children.	Financially assisting with educational visits.	<p>Narrowing of the gap socially between Pupil premium and non-pupil premium children. Facilitation of participation this advantage pupils to access trips.</p> <p>Exposure to new experiences and places of interest.</p> <p>Increased levels of health and well-being.</p>	Class teachers to be responsible for identifying potential issues with finances with educational visits by building good relationships with parents. Supporting these families by following the school pupil premium policy.	PE Class teacher MR	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
	Financially assisting with school clubs.	Providing a wealth of opportunities and experiences beyond the classroom.	<p>School bursar to monitor expenditure.</p> <p>Assistant head to timetable All enrichment club across each key stage.</p>	PE/CS	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>
Supporting PPG families with transport	Proving transport to educational appointments	Ensuring that families are no disadvantaged by transport arrangements to educational settings if these appointments are to assist an individual PPG child.	School bursar to monitor expenditure.	MR PE	<p>Every 6 weeks</p> <p>Report produce for governors in July 2016</p>

<p>Providing a high-quality catering service</p>	<p>Budgeting for a quality service that meet the needs of the school demographics.</p>	<p>Up to 70% of our pupils live in poverty (even though they may not meet the criteria for PP funding), whether this is due to unemployment within the family or from larger families with low paying or casual work.</p>	<p>On popular meal days 90% of hot meals are cooked across the school.</p> <p>Quality and portion size is above average. Menus are developed along with the catering company to offer new meals and good variety of choice.</p> <p>All dinners offer – main meal, fruit bowl and dessert.</p> <p>Children food intake is monitored very carefully and seconds are offered on a regular basis.</p>	<p>MR PE JW</p>	<p>Review 3 times a year.</p>
<b>Total Budget</b>					<p>£12,527</p>



## 8. Impact of action

Academic Year	PLEASE SEE 2015-16 PUPIL PREMIUM EXPENDITURE STATEMENT	
Quality of teaching	<b>Attainment LA comparison</b>	<p>In 15/16 Y2 cohort, 53% of the pupils are categorised as Ever 6, however only 24% are recorded as PPG on the school Spring 2016 census.</p> <p><b>Key Stage 1 in Reading:</b></p> <ul style="list-style-type: none"> <li>• 78% of Ever 6 pupils achieved at or above, which is significantly above the LA result of 56%</li> <li>• 11% of Ever 6 pupils achieved greater depth, which is in line with LA results of 13%</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• 44% of Ever 6 pupils achieved at or above, which is in line the LA result of 43% but significantly below nation averages 53%</li> <li>• 0% of Ever 6 pupils achieved greater depth, which is significantly below with LA results of 6%</li> </ul> <p><b>Key Stage 1 in Maths:</b></p> <ul style="list-style-type: none"> <li>• 67% of Ever 6 pupils achieved at or above, which is above the LA result of 55%</li> <li>• 11% of Ever 6 pupils achieved greater depth, which is above with LA results of 7%</li> </ul>
	<b>School Attainment: Non-Ever 6 &amp; Ever 6 Comparison</b>	<p><b>Y1 Phonics Test</b></p> <ul style="list-style-type: none"> <li>• 100% past the check in 2016</li> </ul> <p><b>Key Stage 1 in Reading:</b></p> <ul style="list-style-type: none"> <li>• 78% of Ever 6 pupils achieved at or above, compared to 50% non-Ever 6</li> <li>• A significant gap has been identified with PPG pupil out performing Non-Ever 6 pupils by 28%.</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• 44% of Ever 6 pupils achieved at or above, compared to 38% non-Ever 6</li> <li>• The gap between groups has been reduced but neither groups achieved greater depth in writing</li> </ul> <p><b>Key Stage 1 in Maths:</b></p> <ul style="list-style-type: none"> <li>• 67% of Ever 6 pupils achieved at or above, compared to 63% non-Ever 6</li> <li>• 11% of Ever 6 pupils achieved greater depth, compared to 13% non-Ever 6</li> </ul>

	<ul style="list-style-type: none"> <li>• The data clearly shows that the changes made had a very positive impact on accelerated progress for Pupil Premium children. However, there are still a number of children making less than 6 points progress in a key stage.</li> <li>• Model of intervention for next academic year will be modified further to allow the intervention teacher to target larger numbers of children (supported by HLTA or Pastoral Teaching Assistant).</li> <li>• School Pupil Tracker gap analysis will be used to group children for targeted intervention.</li> <li>• This remains a priority for the school and continues to form part of the School Development Plan.</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• School now able to offer a wider range of support groups to children with complex SEMH and behavioural needs.</li> <li>• More involvement and partnership with parents due to Pastoral Teaching Assistant and other members of the support staff team having The Nurture Room as a base to operate from. Evidence collected via questionnaires shows the value of Pastoral Teaching Assistant involvement. Difficult to ascertain the impact on Literacy and Maths attainment for targeted children due to school-wide issues with validity of data.</li> <li>• Many parents using the opportunity at drop-off and collection to speak to the team and strengthen communication and relationships with the school.</li> <li>• Morning drop-in and Jesters club has had a very positive impact on children's behaviour and well-being.</li> <li>• Role of the Pastoral Teaching Assistant to be adapted to enable the maximum number of children to receive support. Referral process for PTA involvement to be introduced more formally (under the direction of SEND lead).</li> </ul>
<b>Other approaches</b>	<ul style="list-style-type: none"> <li>• Head teacher was able to identify genuine requests for financial assistance from parents through the PP policy and referral system now embedded through out the school.</li> <li>• Additional funding to support school trips, residential and access to many other sport provisions was secured through additional PP funding.</li> <li>• School will continue to pay for school trips for PP children where a need is identified.</li> </ul>
<b>Total cost</b> £45,778	