

# Pupil Premium Strategy Statement: 2016-17

1. Summary Information							
<b>Academic Year</b>	2016 -17	<b>Total PP Budget</b>	£47,520			<b>Date of PP Review</b>	Oct 17
<b>Number of pupils</b>	96	<b>Pupils eligible</b>	36	<b>Percentage of pupils' eligible form PP</b>	37.5%	<b>Date of next review</b>	Oct 18

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>	30.4%	20.5%
<b>Pupils average tracking points for reading, writing and maths comparison to ARE</b>	-1.1	-1.3
<b>Progress above the national average in Reading</b>	60%	47.3%
<b>Progress above the national average in Writing</b>	7.1%	14.3%
<b>Progress above the national average in Maths</b>	50%	34.8%
<b>% at expected standard + in reading, writing and maths</b>	0%	0%
<b>% of pupils on school Pupil Safe register</b>	83%	
<b>% of pupils on school Special Educational Needs register</b>	48%	
<b>% of pupils on PS &amp; SEN register</b>	38%	
<b>% of pupils with 90% or below attendance</b>	7%	

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. 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 present 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. Whole school Inclusion data to be monitored.
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 registers and parent evenings. Pastoral TA to build positive relationships.
F.	Support family engagement in a flexible and approachable way.	Increased presence of SLT and teaching staff at beginning and end of day to open opportunities for communication.

## 5. Planned expenditure

**Academic Year** 2016-17

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, Safeguarding</p>	Assistant head and SEND lead to monitor performance data of pupil premium children - identifying slow movers and low retainers	PE/MR JW KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</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 slow progress in literacy and maths.</p>	<p>Class teacher to take accountability for pupil premium children required intervention. Monitored through attainment and progress data meetings.</p> <p>Pupils with complex needs have interventions recorded in their inclusion case files by class teachers –Data collectively is reviewed, impact is measured and informs next steps actions, if required.</p> <p>Agenda for Pupil progress meetings include pupil premium children.</p> <p>School Pupil Tracker used to analyse data and identified gaps in learning/low attainment.</p>	MR PE KG	<p>Half termly</p> <p>Report produce for Full Governors Meetings</p>

Staff training	Attachment disorder training – (Jigsaw)	Improved staff understanding of Attachment Disorder resulting in changes to environment, routines, approaches, etc. Improved empathy for individual children leading to more positive outcomes, particularly emotional well-being.	Headteacher and assistant head to monitor the impact of training, looking for appropriate differentiation for individual children.  Improve understanding to be evidence in provision for individual children through annual teaching observations.	MR PE/JW	Report produce for T&L committee meetings.
An inclusive curriculum offer	Small group intervention across all subjects and Key stages.	Quality first teaching provided by experience teaching staff.  Improved adults to child ratio allowing targeted teaching.  Improved positive behaviour and self-esteem.	Monitor through on-going behaviour report and progress/attainment data.  Curriculum planning meetings to monitor progress. School Pupil Tracker used to analyse data and identify gaps in learning/low attainment.  Lesson observations as part of appraisal cycle.  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.	MR PE/JW KG	Every 6 weeks  Report produce for Governors Meetings
Building resilient learners	Develop opportunities within the curriculum timetable to support pupils in behaviours for learning.	Developing a positive mind-set to overcome programmed behaviours or negative feelings towards working hard or being face with difficult challenges.  Raising pupil's goals and aspirations through positivity and a healthy mind-set.  Supporting pupils social and emotional well being by developing skills at a young age that will help them to be more	Assistant head to led planning and developing the programme.  Teachers (house captains) to differentiate between activities and key stages.  Use Mojo character from the school app DoJo so pupils can relate to the stories and morals behind the videos.  Using quality resources to open young minds to the positive behaviours to learning like problem solving, creativity and why mistakes are 'our friends'.	PE JW	Review half termly

		resilient to personal failures and challenging circumstances.	<p>Developing a dialogue and 'can do' attitude towards personal daily challenges.</p> <p>Teachers and TA model this behaviour and participate in the activities alongside their house groups, opening up discussion to engage pupils in their learning.</p> <p>Celebrate weekly the outcomes from the 'house challenge' through assemblies and displays across the school.</p> <p>Reward and recognise pupils for using these learnt skills in everyday lessons.</p>		
<b>Total</b>					£ 24,451

## 6. Targeted support

Academic Year		2016-17			
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?
<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 role teaching assistant).</p>	<p>Provision mapping to provide support through Pastoral teaching assistant interventions in KS1 and KS2.</p> <p>Social, emotional and behavioural needs addressed through 1:1 and group sessions throughout the school.</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>Positive impact on relationships with families.</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</p>	PE/MR KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</p>

	<p>Early identification of pupils requiring additional support.</p>	<p>Positive impact on pupil attendance.</p> <p>Pupils and families can assess support on arrival to school, if required through the PTA.</p>	<p>teaching assistant evident throughout provision maps.</p> <p>Attainment and progress data.</p>		
	<p>Provision of the nurture room for all children.</p>	<p>Providing a safe place for pupil premium children.</p> <p>Breakfast club and after-school provision to assist smooth transition at the beginning and end of the school day.</p> <p>Opportunities to develop relationships with parents.</p> <p>A calm and homely environment a small group work for PPG children.</p>	<p>SEND leader to monitor the sessions being timetabled.</p> <p>Monitored through end of year attainment and progress data.</p>	<p>KG</p>	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</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 2017</p>
<b>Total Cost</b>					£ 13,423

<b>7. Other approaches</b>					
<b>Academic Year</b>	<b>2016-17</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>
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.</p> <p>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>	<p>School bursar to monitor expenditure.</p> <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.</p>	<p>PE/CS</p> <p>Class teacher</p> <p>MR</p>	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</p>

	Financially assisting with school clubs.	Providing a wealth of opportunities and experiences beyond the classroom.	School bursar to monitor expenditure. Assistant head to timetable All enrichment club across each key stage.	PE/CS	Every 6 weeks Report produce for governors in July 2017
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	Every 6 weeks Report produce for governors in July 2017
Providing a high-quality catering service	Budgeting for a quality service that meet the needs of the school demographics.	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 or larger families with low paying or casual work. Catering company have work with the school to keep the cost increases to a minimum for all our pupils, the school has taken steps to absorb these genuine annual increases within the catering budget.	On popular meal days 90% of hot meals are cooked across the school. Quality and portion size is above average. Menus are developed along with the catering company to offer new meals and good variety of choice. Menu offer – main meal, fruit bowl and dessert. Children food intake is monitored very carefully and seconds are offered on a regular basis.	MR PE JW	Review 3 times a year.

<p>Monitoring attendance to support PP pupils with good access to their education.</p>	<p>Reception staff training in supporting/identifying pupils and families needs.</p> <p>Once AM register is closed calls are made to families on pupil absence, referrals are made to PTA if family circumstance need additional support.</p>	<p>Ensure that PP pupils can access their education and interventions regardless of family circumstance.</p>	<p>Create open dialogue to assess further support if needed – transport, finances and parenting support.</p> <p>Offer early intervention to support different needs and monitor planned improvement to pupil attendance.</p> <p>Make referrals to school EWO (access and inclusion team) if improvements are not evident.</p> <p>Enforce fines and step up parental support through the PTA if improvement is not evident or academic achievement is suffering.</p>	<p>MR TE MB CL</p>	<p>Review each term</p> <p>Report to governors in HT report.</p>
<b>Total Budget</b>					£ 13,882

8. Impact of action		
Academic Year	PLEASE SEE 2016-17 PUPIL PREMIUM EXPENDITURE STATEMENT	
Quality of teaching	Attainment LA comparison	<p>In 16/17 Y2 cohort, % of the pupils are categorised as Ever 6, however only % are recorded as PPG on the school Spring 2017 census.</p> <p><b>Key Stage 1 in Reading:</b></p> <ul style="list-style-type: none"> <li>• 75% of Ever 6 pupils achieved at or above, which is significantly above the LA result of 61%</li> <li>• 0% of Ever 6 pupils achieved greater depth, which is significantly below the LA results of 12%</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• 25% of Ever 6 pupils achieved at or above, which is significantly below the LA result of 47%</li> <li>• 0% of Ever 6 pupils achieved greater depth, which is below the LA results of 8%</li> </ul> <p><b>Key Stage 1 in Maths:</b></p> <ul style="list-style-type: none"> <li>• 63% of Ever 6 pupils achieved at or above, which is above the LA result of 57%</li> <li>• 0% of Ever 6 pupils achieved greater depth, which is significantly below the LA results of 12%</li> </ul>
	School Attainment: Non-Ever 6 & Ever 6 Comparison	<p><b>Y1 Phonics Test</b></p> <ul style="list-style-type: none"> <li>• 100% past the check in 2017</li> </ul> <p><b>Key Stage 1 in Reading:</b></p> <ul style="list-style-type: none"> <li>• 75% of Ever 6 pupils achieved at or above, compared to 90% non-Ever 6</li> <li>• A significant gap has been identified with Non-Ever 6 pupils out performing Ever 6 pupils by 15%.</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• 25% of Ever 6 pupils achieved at or above, compared to 70% non-Ever 6</li> <li>• The gap between groups has significantly increased 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>• 63% of Ever 6 pupils achieved at or above, compared to 80% non-Ever 6</li> <li>• The gap between groups has significantly increased but neither groups achieved greater depth in writing.</li> </ul>

	<ul style="list-style-type: none"> <li>• The data clearly shows that this particular cohort had very complex needs beyond deprivation pupil premium funding criteria, resulting in the complexities of the intervention and support needed to narrow the gaps at KS1 a very involved approach.</li> <li>• Progress measures in the first table show accelerated progress with PP children in both Reading and Maths across the whole school, however writing interventions for Ever 6 pupils need to become more effective at every stage of learning with a greater focus on greater depth of learning being achieved by the end of KS1 in line or above LA results.</li> <li>• Models of intervention for next academic year will be modified further to allow the intervention staff to target larger numbers of children (supported by HLTA or Pastoral Teaching Assistant).</li> <li>• School Pupil Tracker gap analysis will be more robustly used to group children for targeted intervention.</li> <li>• Greater parental involvement through parent evenings scheduled every 6 weeks will support greater levels of information shared on pupil progress.</li> <li>• This remains a priority for the school and continues to form part of the Annual Improvement Plan.</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• School continues to be able to offer a wider range of support groups to children with complex SEMH and behavioural needs.</li> <li>• More involvement and closer partnerships with parents due to Pastoral Teaching Assistant and other members of the support staff team. Difficult to ascertain the impact on Literacy and Maths attainment for targeted children due to school-wide issues with validity of data.</li> <li>• Drop-off and collection continues to strengthen communication with the addition of SLT presence in the morning. DoJo app has added an additional layer to building on bettering communication especially with harder to reach families and working parents – both blog and texting service well monitored by all registered parents and staff are supportive in helping parents access this communication tool regularly.</li> <li>• Morning drop-in and Jesters club has had a very positive impact on children’s behaviour and well-being, additional enrichments can be access through these clubs like support with homework, yoga or creative play.</li> <li>• Role of the Pastoral Teaching Assistant is very well established within the school structure. Referral processes for PTA is well used and parents regularly make appointments to access support and advice. PTA has good working relationship with external agencies and has a caseload of pupils, which access regular support.</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.</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> <li>• Catering company regularly meets with the school council to accommodate menu requests and feedback on quality of provision.</li> <li>• Administration team better trained in monitoring attendance and flagging concerns much earlier to SLT, access and inclusion. Parent are issued FPN and fined for poor attendance and persistent lateness.</li> </ul>
<b>Total cost</b> £49,401	