

# Pupil Premium Strategy Statement: 2017-18

1. Summary Information							
<b>Academic Year</b>	2017 -18	<b>Total PP Budget</b>	£54,120			<b>Date of PP Review</b>	Oct 18
<b>Number of pupils</b>	97	<b>Pupils eligible</b>	41	<b>Percentage of pupils' eligible form PP</b>	42.3%	<b>Date of next review</b>	Oct 19

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>	%	%
<b>Pupils average tracking points for reading, writing and maths comparison to ARE</b>		
<b>Progress above the national average in Reading</b>	%	%
<b>Progress above the national average in Writing</b>	%	%
<b>Progress above the national average in Maths</b>	%	%
<b>% at expected standard + in reading, writing and maths</b>	%	%
<b>% of pupils on school Pupil Safe register</b>	%	
<b>% of pupils on school Special Educational Needs register</b>	%	
<b>% of pupils on PS &amp; SEN register</b>	%	
<b>% of pupils with 90% or below attendance</b>	%	

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)
<b>External Barriers</b>	
<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 only hold a level 1 or 2 qualification, 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 'diminish the different' 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 regularly review the impact of provision.	Increased attainment and accelerated progress. Half termly parent evening with online progress reporting for each pupil.
B.	Diminishing the difference 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 continue to build positive relationships.
F.	Support family engagement in a flexible and approachable way.	Increased presence of SLT and teaching staff at key times of the day. Use technology to create greater opportunities for open dialogue between home and school.

## 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>	<p>Assistant head and SEND lead to monitor performance data of pupil premium children - identifying slow movers and low retainers</p> <p>Compare Pupil Premium data with non-Pupil Premium children.</p>	MR JW KG	Every 6 weeks
	<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 – Collectively data is reviewed regularly, 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/slow progress.</p>	MR JW KG	<p>Half termly</p> <p>Report produce for Full Governors Meetings</p>

Staff training	Attachment training for new staff  CPOMS system training whole school  SEMH in mainstream classroom training	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 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 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	SLT review - 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>					£ 26,130

## 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 off 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>	<p>MR JW KG</p>	<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>Financial assistant for PPG pupils to access breakfast and after school clubs.</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>	KG	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</p>
	<p>Newly appointed Maths Teaching Assistant to support KS2.</p>	<p>Increasing children's ability to access the curriculum at a 'stage no age' group and address the issue of differentiated within this particular key stage.</p> <p>Raises pupils self esteem</p> <p>Address gaps within learning more quickly.</p>	<p>Curriculum planning meetings to monitor progress. School Pupil Tracker used to analyse data and identify gaps in 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>	JW KG	<p>Every 6 weeks</p>

	Continued appointment of external agencies E.g. speech and language and Educational Psychologist	<p>Tailored external agencies 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>
Providing additional parenting support to PPG families.	<p>Leighton Buzzard Children Centre to deliver programme to EYPP families - strategies to support their children's development and stages of learning.</p> <p>CAMH to deliver parenting support – session will highlight the challenges and strategies needs to deal with pupils with SEMH.</p>	<p>Opportunities to develop relationships with parents.</p> <p>Home to school collective and collaborative approaches to support children's needs.</p> <p>Early intervention strategies</p>	SEND lead and Nursery manager to maintain overview of quality of provision and correct identification of families requiring support (in liaison with external agencies).	KG CL AM	Reviewed after programme delivered
<b>Total Cost</b>					£ 20,340

## 7. Other approaches

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?

Diminishing the difference 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>JW/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.	<p>Providing a wealth of opportunities and experiences beyond the classroom.</p>	<p>School bursar to monitor expenditure.</p> <p>Assistant head to timetable All enrichment club across each key stage.</p>	<p>JW/CS</p>	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</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.	<p>MR</p> <p>JW</p>	<p>Every 6 weeks</p> <p>Report produce for governors in July 2017</p>
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.	<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</p>	<p>MR</p> <p>JW</p>	Review 3 times a year.



		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.	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.		
Monitoring attendance to support PP pupils with good access to their education.	Reception staff training in supporting/identifying pupils and families needs.  Once AM register is closed calls are made to families on pupil absence, referrals are made to PTA if family circumstance need additional support.	Ensure that PP pupils can access their education and interventions regardless of family circumstance.	Create open dialogue to assess further support if needed – transport, finances and parenting support.  Offer early intervention to support different needs and monitor planned improvement to pupil attendance.  Make referrals to school EWO (access and inclusion team) if improvements are not evident.  Enforce fines and step up parental support through the PTA if improvement is not evident or academic achievement is suffering.	MR JW MB CL	Review each term  Report to governors in HT report.
<b>Total Budget</b>					£ 11,962

8. Impact of action	
Academic Year	PLEASE SEE 2016-17 PUPIL PREMIUM EXPENDITURE STATEMENT
Quality of teaching	<p><b>Attainment LA comparison</b></p> <p>In 17/18 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>• % of Ever 6 pupils achieved at or above, which is the LA result of %</li> <li>• % of Ever 6 pupils achieved greater depth, which is the LA results of %</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• % of Ever 6 pupils achieved at or above, which is the LA result of %</li> <li>• % of Ever 6 pupils achieved greater depth, which is the LA results of %</li> </ul> <p><b>Key Stage 1 in Maths:</b></p> <ul style="list-style-type: none"> <li>• % of Ever 6 pupils achieved at or above, which is the LA result of %</li> <li>• % of Ever 6 pupils achieved greater depth, which is the LA results of %</li> </ul>
	<p><b>School Attainment: Non-Ever 6 &amp; Ever 6 Comparison</b></p> <p><b>Y1 Phonics Test</b></p> <ul style="list-style-type: none"> <li>• % past the check in 2018</li> </ul> <p><b>Key Stage 1 in Reading:</b></p> <ul style="list-style-type: none"> <li>• % of Ever 6 pupils achieved at or above, compared to % non-Ever 6</li> </ul> <p><b>Key Stage 1 in Writing:</b></p> <ul style="list-style-type: none"> <li>• % of Ever 6 pupils achieved at or above, compared to % non-Ever 6</li> </ul> <p><b>Key Stage 1 in Maths:</b></p> <ul style="list-style-type: none"> <li>• % of Ever 6 pupils achieved at or above, compared to % non-Ever 6</li> </ul>
	•
Targeted support	•
Other approaches	•
<b>Total cost</b> £	