



## Pupil Premium Strategy 2017 – 2018

Each year we receive a Pupil Premium allocation as part of our school budget. This is currently based on the number of pupils at our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the past six years)
- Children in the care of a local authority or who are adopted
- Children who have one or more parents serving in the armed forces

For further details regarding pupil premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

<b>Number of pupils and pupil premium grant received (financial year 2015 – 2016)</b>	
<b>Total number of pupils on roll:</b>	223
<b>Total number of pupils eligible for pupil premium:</b>	120
<b>Amount of pupil premium funding received for each pupil:</b>	£1320 £1900 (for looked after children)
<b>Total amount of pupil premium funding:</b>	£158,400

<b>Most Recent Attainment for Disadvantaged Children (KS2 2017)</b>	
<b>% who achieved expected standard in reading, writing and maths combined</b>	63%
<b>% who achieved expected standard in Reading</b>	63%
<b>% who achieved expected standard in Writing</b>	69%
<b>% who achieved expected standard in Maths</b>	81%

<b>Most Recent Progress (KS2 2017)</b>			
<b>Subject</b>	<b>All Pupils (School)</b>	<b>Disadvantaged (School)</b>	<b>Other (School)</b>
<b>Reading</b>	-1.33	+0.66	+0.33
<b>Writing</b>	+1.75	+3.18	+0.17
<b>Mathematics</b>	+1.68	+2.23	+0.28

<b>Barriers to Future Attainment for PP children including high ability</b>
Oral language skills are low on entry to Foundation Stage, particularly for PP children. This could potentially slow reading and writing progress.
Children's use of non-standard spoken English impacts on their spelling, grammar and overall writing.
A significant number of PP children identified as having low self-esteem and lack of aspiration.
For some a lack of resilience and stamina (particularly reading stamina)
A high level of PP children requiring support for emotional needs which affects their behaviours at times.
A significant amount of school input required to ensure parental engagement

<b>Desired Outcomes:</b>
Disadvantaged pupils to achieve at least in line as 'national other' children for reading, writing and maths combined
The gap between disadvantaged and non-disadvantaged children in school to close, particularly in writing and maths.
Children are supported emotionally and through strong behaviour management and support to remove any potential barriers to learning.
Pupils receive inspiring and motivating experiences to complement academic learning and to increase their aspirations and ambitions.

<b>Support/ Intervention</b>	<b>Desired Outcome</b>	<b>Target Group</b>	<b>Proposed Costs</b>	<b>How will impact be measured?</b>	<b>Impact</b>
<b>Strategic leadership of Inclusion and Special Educational Needs</b>	To develop and oversee the quality of provision for disadvantaged pupils. Raising attainment in English and Maths for specified groups. Lead inclusion meetings and oversee interventions Manage 1:1 tuition Deliver interventions: Nessy Learning/ Digismart	Whole school (with a focus on disadvantaged and SEND pupils)	£27,043	Progress of each child tracked to ensure they make at least sufficient progress. Progress of all children receiving significant intervention reported to governors termly. All 1:1 children have specific individual targets set – reviewed each term. Measurable outcomes from Nessy learning and Digi Smart	
<b>Early Speech and Language intervention strategies in Early Years and Key Stage One</b>	Target those who enter school below age related expectations in terms of speaking and listening with the aim of raising the % disadvantaged and other children leaving Foundation Stage with skills in line with their chronological age, using ‘Language Link’ and ‘WellComm’	FKS/ KS1	£5,443  £625	Initial WellCom assessments completed Language Link assessments  Course and resources	
<b>To support and develop reading stamina, enjoyment of reading and improvement in reading ability</b>	A range of challenging texts, including examples of the classics will be purchased. This will expose children to richer, more challenging vocabulary assisting them in the development of reading stamina and resilience. Raising attainment in reading at the end of KS1 and KS2.	All children but focus on Pupil Premium	£1200	Measurable improvements in reading test outcomes – any differences will continue to diminish – particularly for low ability group. Teacher assessments demonstrate good progress Reading moderation (internal/ external) Children’s views will indicate improvements in reading confidence and enjoyment.	

<b>Support/ Intervention</b>	<b>Focus</b>	<b>Target Group</b>	<b>Proposed Costs</b>	<b>Impact</b>	
<b>1:1 tuition 2 days per week</b>	Target disadvantaged pupils to ensure they are in line with other groups in terms of attainment and progress.	Children not yet working at a secure level in writing and maths in Y4/ Y5/ Y6	£18,606	All 1:1 children have specific individual targets set – reviewed each term.	
<b>To offer early writing, reading and maths intervention to children in Early Years – EY Leader (% salary)</b>	Use baseline assessments to identify those disadvantaged children who require early support to enable them to make accelerated progress. Raise % of children with low starting points who achieve GLD.	Baseline data showing those who are not within age related bands	£21,727	Increased percentage of Good Level of Development achieved for pupil premium children leaving Early Years	
<b>Intervention strategies that support social and emotional development Child and Family Support Worker/ Learning Mentor</b>	Work with families to support specific needs/ signpost or link with other agencies. Work with families to improve attendance and punctuality. Support children with behaviour and emotional difficulties. Offer support through Lunchtime Support Group/ Therapeutic Play/ Drawing and Talking Lead gardening/ outdoor learning projects to support behaviour improvement	Vulnerable groups across the whole school	£28,485	Case studies written about individual support offered Potential academic improvements Reduction in behaviour log entries (if this was an issue)	

<p><b>Intervention/enrichment strategies for gifted or talented Deputy Headteacher (% of salary)</b></p>	<p>Target gifted or talented pupils receiving pupil premium funding Programme of after school clubs Specific interventions for lower ability children Year 6 to increase % achieving expected standard in reading, writing and maths</p>	<p>Able, gifted and talented Pupil Premium children</p>	<p>£7000  £6,558</p>	<p>School will monitor for an increase in the percentage of AGT children achieving greater depth.  School will monitor for an increase in the percentage of lower ability prior attainers achieving the expected standard in Mathematics.</p>	
<p><b>Provide additional behaviour and nurture support for identified children across the school, ensuring they are ready to learn. Behaviour Mentor (% salary)</b></p>	<p>Additional support provided for disadvantaged pupils who have experienced repeated low level behaviour issues  Potential barriers to learning have been removed.</p>	<p>Identified children</p>	<p>£16,181</p>	<p>Behaviour log analysis Measurable impact on academic progress indicates that this group are ready to learn. Improved behaviour in the playground Successful team work</p>	
<p><b>Provide ‘Good Morning Gang’ breakfast and emotional support (% of LSA salary)</b></p>	<p>Target children with emotional needs; those reluctant to come to school or those who do not always have breakfast at home</p>	<p>Whole school</p>	<p>£3,832</p>	<p>Measurable impact on academic progress indicates that this group are ready to learn</p>	
<p><b>Financial support for enrichment activities, school trips, residential etc.</b></p>	<p>Programme of after school clubs Offer enrichment to broaden life experiences and to encourage ambition and a consideration of future vocations.</p>	<p>Whole school</p>	<p>£5000 (approx.)</p>	<p>All children feel they are treated fairly. All children have equal opportunity to benefit from extra-curricular activities.</p>	

<b>Provide Enterprise activities for all year groups; a whole school enterprise challenge day and visits to local businesses to raise aspirations, encourage team work and prepare for later life.</b>	Rolling programme of enterprise based opportunities offering mathematical skills, team building and the promotion of ambition and aspiration.	Whole school	£4200	Questionnaires and surveys to measure rise in ambition and aspirations. Feedback from children and staff about good examples of teamwork; presentational skills, self-confidence or public speaking. Feedback from Enabling Enterprise/ press cuttings/ positive feedback from corporate staff who run the enterprise trips.	
<b>To provide 'Sound Training'</b>	To provide extra tuition in reading and spelling, to ensure that identified children achieve age related expectations at the expected standard.	Disadvantaged children in Y6 not working at the expected standard	£6,300	Measurable progress in terms of those who are secure or above for their age related expectations in reading comprehension and spelling.	
<b>To maintain two 'Play Pods' in KS1 and KS2 playgrounds</b>	To maintain and resource two Play Pods to provide creative play and collaboration opportunities during break times.	All children	£1,200	Reduction in cases of playground behaviour incidents recorded in behaviour log.	
<b>To develop a programme of meetings, group and individual support for parents and carers.</b>	Phonics Reading Maths	Parents/ carers	£5000	Parental engagement seen through feedback forms. Comments on feedback forms indicate that support will have a positive impact.	

Review date: April 2018