

# Pupil Premium Strategy Statement: 2017 /2018

## Meeting the needs of all our families including those in receipt of a 'pupil premium'.

Each year the school receives additional money called a 'pupil premium' which is allocated to us on the basis of the number of children who are entitled to 'free school meals' (FSM). The money enables us to continue our work supporting these children and their families in order that they make the best possible progress in school.

## Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) received 2016-2017				
Number of Pupils on roll	234 (Y1-Y6)	Amount of PPG received per pupil	Deprivation Pupil Premium £1,320	Adopted from Care Premium £1,900
				Looked after Premium
Total number of pupils eligible for PPG	71	Total amount of PPG received	104,000	
Total number of pupils eligible for PPG who meet a criterion/ criteria e.g. LAC	3	Date of next review	April 2018	

## Barriers to future attainment (for pupils eligible for PP including higher ability)

At the start of the year SLT analyse data for all PP pupils and identify their individual barriers to learning based on data, pupil progress meetings and contextual information

### **In-school barriers** (issues to be addressed in school)

A	Pupils achieving the expected standard in both English and Maths in KS1 / KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths
D	Progress and attainment of boys

### Measuring the impact of PPG spending 2017-2018

	<b>Desired outcomes and impact measures</b>	<b>Success Criteria</b>
A	Pupil premium provision targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve targets set by SLT. Most PP pupils make rapid progress to achieve expected standard.
B	Pupil premium provision for more able identified and enriched.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve greater depth at KS2: Y6 pupils to achieve GDS or HIGH SS in SATs / end of KS2 assessments Y5 pupils to achieve secure level Y4 pupils to achieve secure level Y3 Pupils to achieve secure level Y2 Pupils to achieve secure level/ GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve secure level
c	Pupil premium provision targeted to individual needs of each boy.	All pupil premium boys make at least expected progress and achieve targets set by SLT. Most PP boys make rapid progress to achieve expected standard.

Planned expenditure – 2017-2018

1. Quality of teaching for all

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A -C	Whole school based approach informed by pupil progress meetings for English and maths	<ul style="list-style-type: none"> <li>• (A-C) –SLT to work with staff on all below actions.</li> <li>• Maths and english CPD – Outstanding Provision —School leaders delivering training in elements of maths and English teaching focusing on outstanding provision for all pupils including PP pupils.</li> <li>• DHT to highlight these children to staff to enable them to ensure that progress is monitored and actions are carried out to support these children.</li> <li>• Pupil progress meetings with staff termly to discuss progress of these children – all PP children are flagged up regardless of progress to ensure provision starts in the classroom at quality teaching for all level.</li> <li>• Feedback is given to teachers to improve / enhance their provision for these children.</li> <li>• SLT/Subject leaders attend PPA times with staff to input into provision, assessment and discuss findings,</li> <li>• Wordsley Learning Network – moderation of assessment judgments for English and maths termly between schools.</li> <li>• Additional maths teacher in Year 4. (Summer term only)</li> <li>• Pupil Progress Meetings for pupils in Year 6.</li> </ul>	Assessment discussions PPA with school leaders. Pupil progress meetings Appraisal observations / feedback Coaching Moderation	All staff	Summer 2018

	<p>Coaching support from school leaders.</p> <p>Professional development for TA's.</p> <p>Additional TAs .</p>	<p>Appraisal - objectives set with these barriers in mind informed by the SIP. PP part of this Appraisal system focus.</p> <ul style="list-style-type: none"> <li>• Robust NQT programme to ensure all staff are fully trained and equipped to deliver high quality lessons.</li> <li>• Robust intervention strategies delivered by teachers and teaching assistants. Reviewed half termly.</li> <li>• Additional Teaching Assistants in each key stage– increased capacity for interventions and in class support for Pupils (including PP).</li> <li>•</li> <li>•</li> </ul>	<p>Feedback from Discussions between professionals.</p> <p>SLT – AHT's in team meetings</p>		
<b>Total budgeted Cost</b>			<p><b>£ 54,000 predicted.</b></p> <p><b>Review April 18</b></p>		

Planned expenditure – 2017-2018

2. Targeted support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B	Employ teachers/teaching assistants to deliver high quality interventions to identified pupils including PP.	<p><b>Quality first teaching/Interventions which impact on the progress of pupils</b>, by employing an additional early years practitioner, additional teaching assistants across both key stages to deliver interventions. The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning, high levels of interaction and an expectation that pupils will accept responsibility for their own learning and work independently.</p> <p><b>Quality first teaching through our additional staffing includes:</b></p> <ul style="list-style-type: none"> <li>▪ Intervention groups based on formative assessments</li> <li>▪ Personalised phonics sessions focused on individual child’s next steps</li> <li>▪ 1:1 writing groups where children apply their phonics knowledge to their classroom work</li> <li>▪ Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support (See provision map)</li> <li>▪ Supporting in lessons by working with children eligible for PPG.</li> <li>▪ Wave 3 deeper intervention offering more tuition in an area individual to the pupil (See provision map)</li> <li>▪ Personalised precision teaching to a child’s individual needs</li> <li>▪ Positive parental partnerships through attending parent’s evenings to feedback to parents.</li> <li>▪ Delivering intervention programmes such as: Get Moving</li> </ul> <p><b>PP pupils access learning support assessments.</b> Learning support assessments identify needs and specific personalised learning targets are set and shared with teaching staff and parents. Individual education plans identify how these targets are addressed, by whom, expected outcomes and when they will be reviewed.</p> <p><b>PP pupils access educational psychologist assessments.</b></p>	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>		April 2017

		<p>Outcomes of assessments are shared with both teaching staff and parents. Recommendations are followed, targets set where appropriate, by whom, expected outcomes and review dates.</p> <p><b>1:1 tuition for identified pupils in English and maths.</b> Pupils identified from pupil progress meetings and pupil educational planning meetings on a termly basis. Outcomes of teacher assessments are shared with teaching staff and parents. New targets are set, staff identifies and expected outcomes and review dates.</p> <p><b>Purchase school reading scheme</b></p>			
					<p><b>Total budgeted Cost</b> £ 11,500 plus LAC</p>

Planned expenditure – 2016-2017

**3. Other approaches**

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A -C	Nurture group.	Boys nurture groups to raise the self esteem, resilience and aspirations including those with PP from Y1 to Y6. Led by a teaching assistant. Daily early bird breakfast club and weekly social groups. The impact is measured using pupil questionnaires, case studies and discussions with professionals and school governors.	SLT assessment discussions SIP	All staff	April 2018
	Forest School	High levels of engagement in learning and raise self confidence and self esteem.	Pupil progress meetings		
	Beanstalk	To promote reading skills and a love a reading.	School Governors.		
	Letterbox Subscriptions	To promote english and maths activities at home.			

	<p>Bug Club</p> <p>Subsidising school trips/visitors</p> <p>School Care/transport</p> <p>LPPA Award Resources</p> <p>TA training Support from DSL/SEND Leaders.</p> <p>Music Lessons/Extra Curricular Counselling</p>	<p>To promote reading and a love of shared reading and activities at home.</p> <p>To enhance the learning experiences of pupils and promote high levels of engagement.</p> <p>To provide access to extra-curricular activities.</p> <p>To promote high levels of engagement with parents.</p> <p>To provide high quality resources for interventions.</p> <p>To ensure TA's have access to relevant training to meet the needs of interventions.</p> <p>To promote prompt and timely support for both pupils and their families.</p> <p>To enhance learning experiences for identified PPG pupils. Raise self confidence and self esteem.</p> <p>To meet identified needs of PPG pupils.</p>	<p>PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact</p>		
<b>Total budgeted Cost £ 38,500</b>					