

Pupil Premium Strategy Statement: 2016 /2017

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	224 (Y1-Y6)	Amount of PPG received per pupil	Deprivation Pupil Premium £1,320	Adopted from Care Premium £1,900
			Service Child Premium £300	Looked after Premium £1,500
Total number of pupils eligible for PPG	64 (29%)	Total amount of PPG received	£99,000 (10,500)	
Total number of pupils eligible for PPG who meet a criterion/ criteria e.g. LAC	9 (7 Sept 16, 5 Jan 17)	Date of next review	January 2017	

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 at the end of KS1 / KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths
C	Pupils achieving the required standard in Phonic screening test in Year 1
D	Progress and attainment of boys

Measuring the impact of PPG spending 2016-2017

	Desired outcomes and impact measures	Success Criteria
A	Improved outcomes for pupils in receipt of pupil premium at end of KS1 and KS2 in reading, writing and maths.	All pupil premium pupils make at least expected progress across Key stage in english and maths. Most PP pupils make rapid progress to achieve expected standard.
B	Pupil premium provision for more able identified and enriched. More able pupil premium children to achieve greater depth.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve Greater depth at KS2: Y6 pupils to achieve 6.3 / GDS or HIGH SS in SATs / end of KS2 assessments Y5 pupils to achieve 5.3 Y4 pupils to achieve 4.3 Y3 Pupils to achieve 3.3 Y2 Pupils to achieve 2.3 / GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve 1.3
C	Provision for phonics targeted to individual pupils needs, Increase the percentage of pupil premium pupils achieving the required standard.	ALL PP pupils to make rapid progress towards achieving required standard in Phonic Screening in Y1
D	Pupil premium provision targeted to individual needs to each boy.	All pupil premium boys make at least expected progress and achieve targets set by SLT. Most PP boys make rapid progress towards achieving expected standard at the end of KS.

Planned expenditure – 2016-2017

1. Quality of teaching for all

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B	Whole school based approach informed by Pupil progress meetings for core subjects.	<ul style="list-style-type: none"> • (A-D) –SLT to work with staff on all below actions. • Maths/English/ Science CPD – Outstanding Provision —School leaders delivering training in elements of maths, english and science teaching focusing on outstanding provision for all pupils including PP pupils. • (A,B) –DHT used to highlight these children to staff to enable them to ensure that progress is monitored and actions are carried out to support these children. • (A,B) – Pupil progress meetings with staff ½ 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. • Feedback is given to teachers to improve / enhance their provision for these children. • SLT/Subject leaders attend PPA times with staff to input into provision, assessment discussion findings, • Wordsley Learning Network – moderation of assessment judgments for English and maths. • Additional maths teacher allocated to Year 4. • Pupil Progresss Meetings for pupils in Year 6. 	<p>Assessment discussions</p> <p>PPA with school leaders.</p> <p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p>	All staff	January 2017

	<p>Coaching support from school leaders.</p> <p>Professional development for TA's.</p> <p>Additional TA in UKS2</p>	<p>Appraisal - objectives set with these barriers in mind informed by the SIP. PP part of this Appraisal system focus.</p> <p>Robust NQT programme to ensure all staff are fully trained and equipped to deliver high quality lessons.</p> <p>Robust intervention strategies delivered by teachers and teaching assistants. Reviewed half termly.</p> <p>Additional Teaching Assistants in Lower Key Stage 2 – increased capacity for interventions and in class support for Pupils (including PP).</p>	<p>Feedback from discussions between professionals.</p> <p>SLT – AHT's in team meetings</p>		
C	<p>Phonic teaching restructured with attainment/progress focus</p>	<ul style="list-style-type: none"> ▪ Quality First Teaching, which impacts on the progress of pupils, Quality first teaching through ability based groups taught by KS1 / KS2 staff which includes: ▪ Quality teaching by experienced staff in phonics – daily sessions ▪ Range of teaching approaches to suit needs of pupils in each group – range of resources deployed. ▪ INFORMS Intervention groups based on formative assessments ▪ Personalised phonics sessions focused on individual child's next steps ▪ Positive parental partnerships through attending parent's evenings to ▪ feedback to parents and phonic workshops 	<p>Assessment discussions</p> <p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p> <p>Feedback from discussions between professionals.</p>	All staff	January 2017
Total budgeted Cost			<p>£ 54,000 predicted.</p> <p>Review Jan 17</p>		

Planned expenditure – 2016-2017

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>Quality first teaching/Interventions which impact on the progress of pupils, by employing an additional early years/ key stage one practitioner (4 mornings a week), an additional member of staff directed for PP (1 day a week). 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>Quality first teaching through our additional staffing includes:</p> <ul style="list-style-type: none"> ▪ Intervention groups based on formative assessments ▪ Personalised phonics sessions focused on individual child’s next steps ▪ 1:1 writing groups where children apply their phonics knowledge to their classroom work ▪ Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support ▪ Supporting in lessons by working with children eligible for PPG. ▪ Wave 3 deeper intervention offering more personalised solution in an area individual to the pupil (3 pupils) ▪ Personalised precision teaching to a child’s individual needs ▪ Positive parental partnerships through attending parent’s evenings to feedback to parents. ▪ Delivering intervention programme such as: Get Moving <p>PP pupils access learning support assessments. 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>PP pupils access educational psychologist assessments.</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>	AW, TB,	January 2017

C	Employ teaching assistants to deliver high quality interventions to identified pupils including PP	<p>Quality First Teaching, which impacts on the progress of pupils, by employing an additional early years/ key stage one practitioner (4 mornings a week) and</p> <ul style="list-style-type: none"> ▪ Personalised phonics sessions focused on individual child's next steps ▪ 1:1 writing groups where children apply their phonics knowledge to their classroom work ▪ Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support ▪ Wave 3 a deeper intervention offering more personalised solution in an area individual to the pupil 	<p>SLT assessment discussions</p> <p>Pupil progress meetings</p> <p>Staff record intervention objectives, intervention, session outcomes, next steps and impact</p>		January 2017
Total budgeted Cost					£ 11,500

Planned expenditure – 2016-2017

3. Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A	Nurture group. Forest School Beanstalk Subsidising school trips Specialist Visitors School Care/transport LPPA Award Resources	<ul style="list-style-type: none"> 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. High levels of engagement, raise self esteem. Develop positive learning behaviours. Improve rates of motivation in independent reading. Greater engagement in reading for pleasure. Improved self confidence. More PP pupils engaged in enriched curriculum opportunities. More PP pupils engaged in enriched curriculum opportunities. More PP pupils engaged in enriched curriculum opportunities. Pupils able to attend after school extra curricular opportunities. Raised engagement with parents. Provide specific resources individual pupils and groups to meet needs in school and at home. 	SLT assessment discussions SIP Pupil progress meetings School Governors. PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact	All staff	January 2017
B					
C					

	Additional teaching assistants training	Teaching assistants confident and skilled in delivering interventions.			
	Timely and prompt support provided by DSL/ SEND leader Funding extra-curricular activities Counselling.	<ul style="list-style-type: none"> • Early intervention to meet the welfare and learning needs of individual pupils and families. Enrich curriculum opportunities. Meeting the emotional needs of individual pupils. 			
Total budgeted Cost					£ 44,000

