

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 2017-2018				
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 £1900
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 at KS1 / KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths
c	Progress and attainment of boys

Measuring the impact of PPG spending 2017-2018

	Desired outcomes and impact measures	Success Criteria
A	Improved outcomes for PP pupils at the end of KS1 and KS2. Pupils make expected/better progress in order to bring attainment in line with the national picture in English and maths.	All pupil premium pupils make at least expected progress in reading, writing and maths. PP pupils make rapid progress to achieve expected standard in Y6.
B	More able PP pupils to achieve the higher standard in English and maths.	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 #3 Y4 pupils to achieve secure level #3 Y3 Pupils to achieve secure level #3 Y2 Pupils to achieve secure level/ GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve secure level #3
c	Increase the expected/better progress of boys across both key stages.	All pupil premium boys make at least expected progress/ Most PP boys make rapid progress to achieve expected standard in Y6

Planned expenditure – 2017-2018

1. Quality of teaching for all

Desired Outcome A-C	Action	Rationale	Monitoring	Staff	Review date
Improved outcomes for PP pupils at the end of KS1 and KS2. Pupils make expected/better progress in order to bring attainment in line with the national picture in English and maths.	<p>(A-C) –SLT to work with staff on all below actions.</p> <ul style="list-style-type: none"> 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. 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. 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 Feedback is given to teachers to improve / enhance their provision for these children. Interventions are identified and reviewed regularly for impact. Robust intervention strategies delivered by teachers and teaching assistants. Reviewed half termly. Additional Teaching Assistants in each key stage– increased capacity for interventions and in class support for Pupils (including PP). SENCo co-ordinates and deploys TA's to deliver timely interventions for specific children. SLT/Subject leaders attend PPA times with staff to input into provision, assessment and discuss findings, Wordsley Learning Network – moderation of assessment judgments for English and maths termly between schools. 	<p>Expectations of the curriculum and new style SATs has raised expectations. Teaching staff will be kept up to date with relevant teaching pedagogy and their role in meeting the requirements for reading, writing and maths.</p> <p>All staff are aware of the needs and requirements of PPG pupils, purpose of interventions and their role within them.</p> <p>A new online tracking system has been implemented across school and is clearly understood.</p> <p>Secure assessment judgments are made and next steps identified.</p>	<p>Assessment discussions</p> <p>PPA with school leaders.</p> <p>Pupil progress Meetings.</p> <p>Appraisal observations / feedback</p> <p>Lesson observations, book scrutinies.</p> <p>Mock Sat tests and analysis.</p> <p>Moderation across network of local schools.</p>	All staff	Summer term 2018

	<ul style="list-style-type: none">• Additional maths teacher allocated to Year 4. (Summer term 2017 only) Pupil Progress Meetings specifically for pupils in Year 6.• Appraisal - objectives set with barriers in mind for all staff.• Robust NQT programme to ensure all staff are fully trained and equipped to deliver high quality lessons.(July 2017)				
	Total budgeted cost £54,000 review Summer term 2018				

Planned expenditure – 2017-2018

2. Targeted support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
Employ teachers/teaching assistants to deliver high quality interventions to identified PP that impacts on progress and attainment.	<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 (See provision map) Supporting in lessons by working with children eligible for PPG. Wave 3 deeper intervention offering more tuition in an area individual to the pupil (See provision map) Personalised precision teaching to a child's individual needs Positive parental partnerships through attending parent's evenings to feedback to parents. Delivering intervention programmes such as: Get Moving, Write Dance, Rapid reading, 1:1 IEP, social/nurture groups. <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. EP assessments to identify needs and strategies to support identified pupils. Specific action identified to support both parents and school in delivering appropriate support. Outcomes of assessments are shared with both teaching staff and parents. Recommendations are followed,</p>	Interventions which impact on the progress of pupils, by employing an additional early years practitioner and additional teaching assistants across both key stages. The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning and an expectation that pupils will increase their responsibility for their learning and work independently.	<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> <p>Intervention planners monitored.</p>	SLT	Summer 2018

	<p>targets set where appropriate, by whom, expected outcomes and review dates.</p> <p>1:1 tuition for identified pupils in English and maths. 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>Purchase school reading scheme - Oxford Reading Scheme. To supplement current scheme and promote home reading.</p>				
Total budgeted Cost					£ 11,500 plus LAC

Planned expenditure – 2017-2018

3. Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A -C			SLT assessment discussions	All staff	Summer term 2018
To raise the self esteem, resilience and aspirations of PP pupils especially boys.	<p>Nurture group. Boys nurture group 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.</p> <p>Forest School High levels of engagement in learning and raise self confidence and self esteem.</p> <p>Beanstalk/Bug Club To promote reading skills and a love a reading. To promote reading and a love of shared reading and activities at home.</p> <p>Letterbox Subscriptions To promote english and maths activities at home.</p>	<p>Many of our pupils including PP pupils have low self esteem, lack aspiration and do not have access to enriched curriculum opportunities. Boys, including those who are PP, do not perform as well as girls across the school.</p> <p>Through additional opportunities we intend to develop self confidence, self esteem, engagement in learning, and develop aspirations.</p>	<p>SIP</p> <p>Pupil progress meetings</p> <p>School Governors.</p> <p>PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact</p>		

	<p>Subsidising school trips/visitors To enhance the learning experiences of pupils and promote high levels of engagement.</p> <p>School Care/transport To provide access to extra-curricular activities.</p> <p>LPPA Award To promote high levels of engagement with parents.</p> <p>Resources To provide high quality resources for interventions.</p> <p>TA professional development To ensure TA's have access to relevant training to meet the needs of interventions.</p> <p>Early Intervention Strategies To promote prompt and timely support for both pupils and their families.</p> <p>Music Lessons/Extra Curricular To enhance learning experiences for identified PPG pupils. Raise self confidence and self esteem.</p> <p>Counselling To meet identified needs of PPG pupils.</p>				
Total budgeted Cost					£ 38,500

