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Pupil Premium Strategy 2016/2017

Number of pupils and pupil premium grant (PPG) received			
Number of pupils on role 709			
Total number of pupils eligible for PPG 72	FSMEver6:	Adopted from Care: 6	LAC:
Total amount of PPG received	£101,285		
Barriers:			
1. In each year group there is very small number of pupils eligible for the pupil premium grant. A significant proportion of disadvantaged pupils have additional needs, therefore each pupil's unique circumstances are identified and addressed through an individualised provision map.			
2. Key systems, including accountability, need to be strengthened to ensure the individual needs identified are even more targeted.			
3. A high proportion of disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points (Nursery/Reception) and some join during key-stage 2.			
Desired Outcomes			
A. To strengthen key systems to ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.			
B. GAP			
C. Induction systems to reduce the effect of non-standard admissions to the school.			
D. To improve attendance of identified pupils (pupils eligible for PPG who are also on the SEN register).			

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Strategy:				
Targeted Group:	Success Criteria – How the impact will be measured:	Actions:	Staff lead and monitoring	Review dates
All PPG	Outcomes for pupils with PPG will be raised across all areas of learning and social interaction	Pupils with PPG will have access to a range of extra-curricular clubs Mentor for PPG children All staff to be aware of all pupils with PPG	Class teachers HT/DHT/Senco	5 pupil progress meetings per school year with ongoing check points
	Through high quality feedback pupils will know their targets and understand their next steps in learning. This will be underpinned by the schools learning values and behaviours for learning.	During triangulation all pupils with PPG will have work monitored for evidence of progress Pupils with PPG will always be a specified group in Pupil progress meetings Staff will use the most effective feedback strategies e.g. 1-1 sessions	Class teacher/Phase leader and DHT	
	Any negative behaviour incidences amongst pupils with PPG will be in-line or less than other pupils	Strategies to ensure that all pupils with PPG are a focus group to include managing behaviour and well-being. Continue to include an in depth analysis of behaviour when reporting to governors	DHT inclusion and behaviour lead	
	Through monitoring and reporting procedures Senior leadership and Governors will have a more comprehensive awareness of the progress and attainment	Joint monitoring and extensive reporting on this group Reviews throughout triangulation	HT and DHT, link governor	3 sets of report to Governors per year and annual update of PPG on the school website

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Pupils with PPG who are not on track (as measured at PPG meetings 5x per year)	of pupils with PPG			
	<p>Ensure that pupils with PPG will make in line with or exceeding progress across the year than their peers</p> <p>A greater emphasis on targeted support and the use of enquiry based approaches with a clear focus on impact</p>	<p>Priority at PP meetings x5</p> <p>Reviews of targeted support Senco and intervention staff</p> <p>DHTs to follow up with phase leaders pupils falling behind and to review planning</p> <p>AHT to follow up pupils not making progress in phonics across the school</p>	Class teacher , DHT and AHT	Pupil progress meeting check points each half term
	Appraisal for all support staff to be in line with teachers and the focus on the progress of pupils with PPG as a key element to ensure greater accountability	Performance management targets adapted for all groups of staff and include this group of children a on all levels	All staff-HT	3 x per year
PPG with low attendance (around 30% of PPG)	Focus for the class teacher and Attendance officer to monitor. Improved attendance and punctuality for this group	Teachers and attendance officer to review per week- flag concerns Referrals to DHTs when necessary	Class teachers Attendance officer DHTs	Daily attendance checks for vulnerable children

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PPG and SEN	Individual targeted provision to ensure tracking of this group and closely matched to need A stronger focus on impact as a focus with support staff running interventions	Pupil progress meetings x5 always check progress Planning for the specific group to increase accountability and tracking Performance management target specific to this vulnerable group 17-18	Senco , intervention team and class teachers	Annual reviews where applicable and pupil progress meetings each half term
PPG most able	Class teachers to be very aware of this group and their starting points This group to make at least expected progress and exceeding in many cases from their starting points Focus group in PP meetings	Ensure that all staff are aware of this group of children Feature in all monitoring linked to appraisal	Teachers Phase leads A&T specialist HTLA DHTs	Pupil progress meeting check points each half term
PPG adopted from care X 2 pupils	Pupils will make progress similar or better than other pupils. Each child will have their particular needs met with access to a range of provision available.	P2B training for staff on attachment Access to a wide range of extra-curricular provision	DHT for inclusion, class teachers, P2B	Pupil progress meeting check points each half term

Planned spending allocation:

Item/Project	Estimated Costs	Objectives
Daily Reading One to One	£5,961.69	To develop proficiency in reading and support home school links
In Class Support English	£3,169.73	Increase participation in English lessons for targeted children
In Class Maths	£12,678.90	Increase participation in Maths lessons for targeted children
Maths Booster	£2,535.78	To provide extra, targeted support for children.

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Narrative Group	£845.26	To develop the use of storytelling as a tool for helping children build up a bank of narrative patterns that they could then call upon when they wish to create their own stories.
Pre Teaching	£2,535.78	To develop a deeper understanding of the technical vocabulary required to fully access the curriculum.
Read Write Inc	£12,683.25	
Social Skills (Lower Key Stage 2)	£993.62	To develop and use a range of social skills necessary in daily situations.
Writing Booster	£5,368.27	To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks.
SEAD	£845.26	To develop a range of social skills and to help with friendship issues in the EYFS
Fine and Gross Motor Skills	£845.26	To develop motor skills in line with individual needs-in class programme
Occupational Therapy	£422.64	To develop motor skills in line with individual needs
Place to Be Project 2016-2017	P2B service (4 counsellors) two days per week £26,266	Targeted 1-1 counselling in order to support emotional resilience and lunchtime provision to support social skills
Administration	£4,165.47	
Additional Music Lessons	£496.81	To ensure access to the extra curriculum for individual children
Workshops Proprietary , Reluctant Maths Days, Sky Skills	£360	To encourage confidence in maths skills.
Speech and Language 2016-2017	£6,700	To develop children's speech, language and communication skills through targeted support.
1 st Class @Number	£2,535.78	To develop children's mathematical understanding, communication and reasoning skills.
1 st Class@ Writing	£2,535.78	To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks.
1 st Class@ Maths	£2,535.78	To develop children's mathematical understanding, communication and reasoning skills.
Social Skills (Upper Key Stage 2)	£993.62	To develop an understanding of what are expected and unexpected behaviours in social situations.
A&T Maths Booster	£4,226.30	To extend and challenge children in mathematical thinking and application
Debating Club	£1,987.23	To extend opportunities for children to develop critical thinking
Thinking Skills	£5,961.69	To extend opportunities for children to develop critical thinking
Writing Booster - Year 1, 2, 4	£5071.56	To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks.

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Reading for Meaning	£845.26	To develop self-help skills and strategies for understanding texts.
Bump it Up – Year 3 & 4	£845.26	Bump it up sessions develops children’s confidence in writing alongside peers.
Speech and Language	£845.26	To develop children’s’ speech, language and communication skills through targeted support.
Heyday Films	£900	Team skills and leadership skill development
Total	£118,693	

Impact

IMPACT 2015 – 2016 Early Years Pupil Premium Summer 2016 Good level of development (GLD)

	Good Level of Development 2016	Good Level of Development 2015	Good Level of Development 2014	National 2015
PPG	67%	50%	57%	52%
PPG non SEN	80%			
Non PPG	83%	83%	66%	69%

Early Years data shows that the percentage of pupils eligible for the PPG attaining a Good Level of Development is higher than the previous 2 years in the school, therefore further closing the gap with their non PPG peers (gap reduced by 17% this year). The figure is significantly higher (+15%) than the 2015 National figure.

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KS1 Pupil Premium Summer 2016

KS1 Pupil Premium(Disadvantaged pupils) Performance against National Data (provisional)				
Y2 Summer 2016 Percentage of children working at Expected levels or above (Greater Depth)				
	No	Maths %	Reading %	Writing%
All pupils	89	92	85	80
Nat all pupils		73	74	65
PPG	9	89	56	44
PPG non-SEN	6	83	83	67
PPG HA *	1	n/a	100	n/a

*HA = 1 child achieving GLD 3 in Reading at the end of Reception

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KS2 Attainment Data - Summer 2016

HA = pupils who achieved L3 at KS1, GDS = working at greater depth

KS1-KS2 Pupil Premium (Disadvantaged pupils) Performance against National data					
	Y6 Summer 2016 – PPG , A.R.E. (age related expectations)& above				
	No	Maths %	Reading %	Writing %	SPAG %
All pupils	85	80	82	76 (24% GDS)	91
National all pupils		70	66	74	72
PPG	19	58	74	58 (5% GDS)	84
PPG non-SEN	14	71	79	79 (7% GDS)	100
PPG HA*	2	100% (2 pupils)	100% (1 pupil)	n/a	n/a