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Pupil Premium Strategy 2017/2018

| Number of pupils and pupil premium grant (PPG) received | | |
|--|---|--------|
| Number of pupils on role 686 | | |
| Total number of pupils eligible for PPG 64 | | |
| | FSMEver6: 68 | LAC: 5 |
| Total amount of PPG received | £95,880 (based on January 2017 Census for 64 PPG and 6 LAC) | |
| 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. To close the 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/mobile register). | | |
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| Strategy: | | | | |
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| 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 | Termly HT reports |
| | 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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| <p>Pupils with PPG who are not on track (as measured at PPG meetings 5x per year)</p> | <p>of pupils with PPG</p> <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> | <p>Class teacher , DHT and AHT</p> | <p>Pupil progress meeting check points each half term</p> |
| | <p>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</p> | <p>Performance management targets adapted for all groups of staff and include this group of children a on all levels</p> | <p>All staff-HT</p> | <p>3 x reviews per year</p> |
| <p>PPG with low attendance (around 30% of PPG)</p> | <p>Focus for the class teacher and Attendance officer to monitor. Improved attendance and punctuality for this group</p> | <p>Teachers and attendance officer to review per week- flag concerns Referrals to DHTs when necessary</p> | <p>Class teachers Attendance officer DHTs</p> | <p>Daily attendance checks for vulnerable children</p> |

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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: £ 95,880.00

| Item/Project | Estimated Costs | Objectives |
|----------------------------|------------------------|---|
| Regular Reading One to One | £5,961.69 | To develop proficiency in reading and support home school links |
| In Class Support English | £6,339.46 | Increase participation in English lessons for targeted children |
| In Class Maths | £6,339.46 | 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 | £4,734.33 | To develop and use a range phonic strategies in order to further close the gap. |
| Social Skills KS 2 | £993.62 | To develop and use a range of social skills necessary in daily situations. |
| Writing Booster UKS 2 | £5,961.69 | 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 2017-2018 | 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 | £1,388.50 | |
| Workshops Proprietary , Reluctant Maths/Writing 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. |
| A&T Maths Booster | £2,535.78 | 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 1,2,3 & 4 | £5071.56 | To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. |
| 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 | £98,828.85 | |

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Impact

IMPACT 2016 – 2017 Early Years Pupil Premium Summer 2017 Good level of development (GLD)

| | Good Level of Development 2017 | Good Level of Development 2016 | Good Level of Development 2015 |
|--------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| PPG | 83% | 67% | 50% |
| PPG non SEN | 100% | 80% | |
| Non PPG | 80% | 83% | 83% |

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 (the gap has now been completely closed). The figure is significantly higher (+33%) than the 2015 figure.

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KS1 Pupil Premium Summer 2017

| KS1 Pupil Premium (Disadvantaged pupils) Performance against National Data (provisional) | | | | |
|--|----|---------|-----------|-----------|
| Y2 Summer 2017 Percentage of children working at Expected levels or above | | | | |
| | No | Maths % | Reading % | Writing % |
| All pupils | 90 | 90 | 83 | 78 |
| National all pupils | | 75 | 76 | 68 |
| PPG | 9 | 78 | 78 | 67 |
| PPG non-SEN | 7 | 86 | 100 | 86 |

KS2 Attainment Data - Summer 2017

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

| KS2 Pupil Premium (Disadvantaged pupils) Performance against National Data (provisional) | | | | |
|---|----|---------|-----------|-----------|
| Y2 Summer 2017 Percentage of children working at Expected levels or above (Greater Depth) | | | | |
| | No | Maths % | Reading % | Writing % |
| All pupils | 90 | 91 | 90 | 86 |
| National all pupils | | 75 | 71 | 76 |
| PPG | 16 | 81 | 88 | 75 |
| PPG non-SEN | 10 | 90 | 90 | 90 |
| PPG HA | 2 | 100 | 100 | 100 |