



# Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016-2017	Total PP budget	£63360	Date of most recent PP Review	n/a
Total number of pupils	448	Number of pupils eligible for PP	48	Date for next leadership review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>national average ALL pupils</i>
% achieving in reading, writing and maths	66%	64%
% attainment in reading	83%	80 %
%attainment in writing	83%	80%
% attainment in maths	66%	80%
% attainment in English spelling , punctuation and grammar	83%	87%
% progress score in reading	+4.98	+0.32
% progress score in writing	+7.07	-0.32
% progress score in maths	+6.01	+0.19

3. Potential barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A</b>	Verbal communication, understanding and speaking skills language are lower for pupils eligible for PP than for other pupils in EYFS. This is due to language barriers, EAL pupils.
<b>B</b>	The proportion of pupils who exceed national expectations in reading, writing and maths remains a focus.
<b>C</b>	Opportunities for higher ability pupils to access performing arts, music and art through specialist teaching and extended curriculum.

External barriers (issues which also require action outside school, such as low attendance rates)		
<b>D</b>	Attendance rates for a small minority of pupils requires ongoing Early Help support.	
<b>E</b>	Lengthy waiting list for children to access specialist counselling and mental health services.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improve oral language skills for pupils eligible for PP in EYFS.	<p>Pupils eligible for PP in EYFS make rapid progress by the end of each year so that all pupils eligible for PP meet age related expectations.</p> <p>Newly-admitted pupils in FS2 make accelerated progress in language communication and /or prime areas so that they achieve the national standards.</p>
<b>B</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.</p> <p>Teacher assessments in years 3,4, 5 and 6 show a higher proportion of pupils make accelerated progress in writing.</p> <p>End of key stage 2 assessments show a higher proportion of pupils exceeding national expectations in reading, writing and maths.</p>
<b>C &amp; D</b>	Improvement in outcomes for higher ability PP pupils in music, drama and sporting events.	<p>Improved access and participation in extended curricular activities and homework clubs.</p> <p>Improvement in attendance rates of identified pupils</p>
<b>E</b>	Improvement in social emotional well-being and resilience of vulnerable pupils.	<p>Rapid access to counselling support will reduce anxiety and stress and improve children's social emotional well-being, resulting in improved rates of progress.</p> <p>Data indicates that more children are engaged in extended school and family learning activities.</p>

**KEY STRATEGIES FOR IMPROVING OUTCOMES 2016-2017**

<b>Desired outcome</b>	<b>Planned interventions, support and strategies</b>	<b>Success criteria</b>	<b>Lead person/s</b>	<b>Evaluation and review date</b>
<p>Improvement in pupils' self-confidence, presentation and communication skills.</p> <p>Increase attendance at homework clubs for PP pupils.</p>	<p>Staff CPD on developing skills of enquiry and independent study.</p> <p>KS 2 pupils to select and research chosen topic, methods of research, curriculum areas, and use of ICT.</p> <p>Purchase additional books, resources and I-pads to support independent research and enquiry.</p> <p>Schedule additional library visits to support research skills.</p> <p>IRIS video coaching sessions used by all staff to evaluate and improve quality and range of opportunities to develop pupils' skills of enquiry.</p> <p>Learning mentors to supervise homework clubs.</p>	<p>KS2 pupils demonstrate independence and progress towards improving research and enquiry through chosen self-study topics.</p> <p>Independent research topics reflect: Depth of understanding of chosen topic high quality presentation and standards in writing, oral presentation and confident communication with peers.</p> <p>Pupils will have opportunities to observe and evaluate their own contribution in communicating and collaborating in lesson activities and discussion.</p> <p>PP pupils attend at least one homework session weekly.</p>	<p>Executive Headteacher</p> <p>All staff</p> <p>Phase leaders</p> <p>Learning mentors/family support coordinator</p>	<p>Nov 2016</p> <p>Y3/4/5 Spring 2017</p> <p>Y6 summer 2017</p> <p>Dec 2016</p> <p>Sep 2016</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>TOTAL COST £16,500</b></p> </div>
<b>Desired outcome</b>	<b>Planned interventions, support and strategies</b>	<b>Success criteria</b>	<b>Lead person/s</b>	<b>Evaluation and review date</b>
<p>Improved verbal communication of pupils across all year groups, with a focus on PP/SEND and PP/EAL pupils</p> <p>Improved outcomes in public speaking for high attaining pupils</p>	<p>1:1 and small group provision for English Speaking Board (ESB) award programme</p> <p>Higher proportion of pupils achieve ESB secondary debate award.</p>	<p>Progress data shows accelerated rates of progress for PP with SEND/EAL</p> <p>Increase in number of PP pupils exceeding national expectations in speaking and ESB secondary debate award.</p>	<p>Class teachers Senior leaders</p> <p>English subject Leader Y4/5/6 teachers</p>	<p>Half-termly review of progress data</p> <p>Progress data June/July 2017 ESB external assessments</p>

Improved progress and outcomes for high ability pupils	Weekly small group sessions in maths for high-attaining pupils with secondary specialists teacher, in addition to booster lessons.  Introduce 'Reading Circles' for high ability pupils in reading.	Improvement in quality of teaching to promote pupils' independence, research and enquiry through additional CPD in English and maths  Increase in proportion of pupils who exceed national expectations in reading in key stages 1 and 2.	Pupil Premium leader  EHT and English leader	Mar 2017  Dec 2016  <b>TOTAL COST £ 18,000</b>
<b>Desired outcome</b>	<b>Planned interventions/strategies</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Evaluation and review date</b>
To increase outcomes for pupil premium pupils in reading, writing and maths	CPD; HLTA's to attend further training in maths, reading and writing (greater depth)  Timetable additional 1: 1 sessions with subject specialists and HLTA's for identified pupils, particularly higher ability pupils.	Improvement in level of questioning and challenge for higher ability pupils.  Increase in number of pupils achieving greater depth in writing and maths at the end of key stage 2.	Specialist Leaders of Education (English and maths)  HLTA's	Nov 2016  Dec 2016  <b>TOTAL COST £9,500</b>
<b>Desired outcome</b>	<b>Planned interventions/strategies</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Evaluation and review date</b>
Reduce persistent absenteeism in EYFS  Secure good attendance of identified PA pupils.	Engage family support team to work with families.  Learning mentor to provide 1:1 support.  Family learning sessions.  Consult with pupils and parents re. wrap-around-care and access to homework clubs and other extended curriculum activities.	Family support services to liaise more closely with EWO and families of PA pupils and coordinate access to after-school services.  Family workers to consult with parents of PP children regarding chosen activities and resources needed to support independent enquiry.	Family Support Coordinator; Pupil Premium leader Extended Services leader	Weekly/fortnightly/ monthly attendance clinics  Evaluation of registers Dec 2016 Feb 2017 April 2017 June 2017  <b>TOTAL COST £3,800</b>

Desired outcome	Planned interventions/strategies	Success criteria	Staff lead	Evaluation and review date
Improvement in social-emotional well-being and resilience of vulnerable pupils and families	<p>Appoint child counsellor to ensure swift access and 1: 1 support for pupil referrals</p> <p>Family support coordinator to lead Triple-P sessions for parents</p> <p>EHT to lead parent workshop on developing resilience in children.</p>	<p>Impact of counselling reflected in attendance, behaviour and progress in reading, writing and maths.</p> <p>Increase in parental engagement evidenced by participation in family learning and school events, and adult learning courses.</p>	<p>Child counsellor Family support Coordinator</p> <p>Executive headteacher</p>	<p>Monthly briefings with parents/staff</p> <p>Evaluation of impact evident through parental responses and questionnaires</p> <div data-bbox="1711 507 1957 603" style="border: 1px solid black; padding: 5px;"> <p><b>TOTAL COST</b> <b>£15,300</b></p> </div>

