

## Pupil Premium Strategy 2016 - 2017

Pupil Premium Funding 2016 - 2017 £217,800		165 children (48%)
Barriers to future attainment 2016 - 2017		
In School Barriers		
A.	Achievement of disadvantaged pupils is usually lower than those who are advantaged.	
B.	Some disadvantaged children are in need of additional support within the classroom.	
C.	Interventions and specific educational needs can require extra support for disadvantaged pupils.	
External Barriers		
D.	Attendance and emotions within the disadvantaged group can be detrimental to learning and needs to be monitored and supported.	
Outcomes		
	<b>Desired outcomes and how they will be measured.</b>	<b>Success Criteria</b>
A.	Outcomes for disadvantaged children are in-line with those of other children.	The gap in each year group between disadvantaged children and others is closing. GLD in Reception, Star Assessment results and teacher assessments in Y1-6 and End of Key Stage results in Y2 and Y6 show this.
B.	Disadvantaged children are able to access the curriculum in different ways to enable learning to take place.	Year appropriate learning through different strategies show progress in disadvantaged pupils.
C.	Small targets are achieved and monitored. Termly pupil progress meetings.	Provision maps and any SEND documents show small targets that have been achieved and next steps planned.
D.	Children settled in class and able to learn alongside their peers. Pupil voice and teacher feedback	Disadvantaged children more settled in class. Attendance maintained or improved.

Area of spend	Approximate Contribution from Pupil Premium	Description of Intervention	Intended Outcomes	How impact is measured	Impact
<b>ACHIEVEMENT OF PUPILS</b>					
Reading Recovery	£16,300	1:1 from a reading recovery teacher to boost reading and comprehension skills.	Disadvantaged children make good or better progress	Termly data	Case studies show an improvement.
Interventions run by TAs	£103,850	Small groups working to gap-fill	As above	As above	TAs have had to be used more for cover this year although some interventions have assisted improvement in attainment.
Resources to develop learning	£3,500	Use of Bug Club, Rapid Reader, Maths Factor	As above	As above	Continual use in lesson time. Feedback from teachers how impact in learning.
Year 6 Booster sessions with specialist maths teacher	£14,400	Paul Avery to work with small groups of children in Year 6 to boost skills for SATs	As above	Key Stage 2 results	Case studies show improvement by some children.
Premier sports writing sessions for boys	£500	Boys group of writers to work with premier sports coach on 'boy-focused' texts.	As above	Termly data	Disruption to these sessions did not help the flow. Case study.
Music lessons	£1,100	Some disadvantaged children to be offered music lessons	Disadvantaged pupils given	SLT judge effectiveness of	

			opportunities they wouldn't otherwise get	these sessions on attendance and progress of individuals	Motivational factor for disadvantaged children
QUALITY OF TEACHING					
Lesson Study		SLT arrange and support teachers in a triad of lesson study to continue CPD and support	Quality wave 1 teaching throughout the school	Case studies within lesson study file	Lesson study groups - 2 completed this year - feedback from teachers positive.
Regular observations and drop-ins to ensure quality of teaching is maintained		X3 formal observations along with drop-ins from SLT throughout the year to ensure teaching is at least good.	As above	Observation sheets	All bar one teacher achieving good or higher. Lower performing teacher moving on this year.
NQTs supported by outstanding teachers		X2 NQTs supported by members of SLT judged as outstanding teachers and out of class	NQTs pass their year graded as at least good	NQT termly reports and end of year assessment	One NQT moved on at Easter but supported until then and other NQT completed year.
Reduced class sizes	£50,000	Some year groups are smaller	Disadvantaged children make good or better progress	Termly data	Year 5 data shows that the PP children have definitely benefited from smaller classes.
SLT members out of class to support		SLT released from class responsibility to support all	As above	Termly data and provision maps	One SLT needed to cover class due to

with cover and interventions		other teachers and provide quality interventions			teacher moving on. One SLT managed a lot of intervention in EYFS which helped a lot with results.
Provision maps with small steps to show progress + termly pupil progress meetings	£430	SLT to monitor impact of interventions and provision for SEN children through maps and termly pupil progress meetings	As above	Data	New assessment data looked at in detail and compared to end of KS results. Some discrepancies in this first year. PPM discussed these.
Language link		Trained TA to run speech and language link intervention in reception and Key Stage 1			Teachers report progress with individuals.
<b>BEHAVIOUR AND ATTITUDE TO LEARNING</b>					
Introduction of Growth Mindset	£500	Deputy Head to introduce the concept of growth mindset to all staff	Positive attitude to learning	Pupil voice and target walls	Children discussing GM positively and rewards in place motivate. Animals work well. Reducing fear of failure.
Nurture Groups run by specialist TA	£34,200	One day a week, nurture groups run for highlighted pupils	As above	Case studies Pupil / teacher voice	This changed to a Nurture class with 2 TAs as the need arose. Helped the classes children removed from as well

One day a week - counsellor in school	£8,800	One day a week a qualified counsellor employed to work with highlighted pupils	As above	Case studies Pupil / teacher before and after questionnaire	as the individuals involved. Feedback from children and teachers show the impact of these sessions.
Speech and Language therapist 1 day a week	£8000	One day a week a qualified therapist employed to work with highlighted pupils and train TAs to support in class	Disadvantaged pupils able to access curriculum	Data, progress reports from therapist	Therapist worked as planned and reports written to support EHCPs as well as TAs trained.
Key worker based in school	£6480	Key worker employed at level 2 for 2 days a week	Positive attitude to learning from children and parents	Case studies, discussions with Key Worker and parents	Feedback from parents and children show this is supportive and thus supports welfare of the children.
Analysis of attendance		Attendance officer to monitor, send letters out and keep SLT aware of individuals	Better attendance - at least 95%	Attendance figures	95.1% overall attendance for the year.
Purchase of CLASS units to support children including educational psychologist	£420	When required sessions from CLASS will be purchased to support disadvantaged pupils and back up applications for any SEND paperwork submitted	Disadvantaged pupils able to access curriculum	Termly data, case studies, SEND paperwork being accepted for EHCPs	EHCP for one child accepted and others are in progress using support from EP

LEADERSHIP AND MANAGEMENT

<p>Pupil premium lead to attend regular meetings within cluster</p>		<p>At least 3 times a year, DH will attend cluster meetings to share ideas and procedures in pupil premium meetings</p>	<p>Greater efficiency with regard to improving progress for disadvantaged pupils. Clearer information on website for parents</p>	<p>Parent feedback of website Termly data</p>	<p>Support for writing Strategy and discussions helpful. These will continue.</p>
<p>SLT to monitor pupil progress meetings and data across the school</p>		<p>Termly meetings with class teacher and at least 1 member of SLT for in-depth discussion over provision for disadvantaged children</p>	<p>Teachers know children individually and provide for their needs</p>	<p>Detailed provision maps showing progress over time Pupil progress meeting write-ups</p>	<p>Weekly SLT meetings, regular staff meeting updates on PP data and regular PPM ensure teachers know the children and their needs. Book scrutinies focus on PP children.</p>
<p>SLT to observe TAs and teachers to ensure efficiency</p>		<p>X3 formal observations and various drop-ins. TA observations and targets set. Always at least 1 member of SLT available to support any class that has the need, particularly with regard to disadvantaged pupils.</p>	<p>All teaching to be judged as at least good and TA observations to be judged at a high level by SLT</p>	<p>Observation forms and feedback to staff</p>	<p>All bar one teacher judged as at least good. Support given for any 'issues' that arise.</p>