

## Pupil Premium Strategy 2017 - 2018

Pupil Premium Funding 2017 - 2018 £238,600 approx		children (42% approx)
Barriers to future attainment 2017 - 2018		
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 Support	£20,100	1:1 from a reading recovery teacher to boost reading and comprehension skills.	Disadvantaged children make good or better progress	Termly data	Pupil premium children at ARE increased by 1% compared to non-PP children over the year. More than half of classes made significant progress for PP groups since the previous year.
Interventions run by TAs and teachers	£93,330	Small groups working to gap-fill	As above	As above	
Resources to develop learning	£3,500	MyMaths, Accelerated Reader, Primary Writing Project	As above	As above	Resources supported children from different backgrounds to complete a more home learning.
Year 6 Booster sessions with specialist maths teacher	£12,000	Paul Avery to work with small groups of children in Year 6 to boost skills for SATs	As above	Key Stage 2 results	Y6 PP children ended year inline with non-PP 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	This was not completed this year.
Music lessons	£1,900	Some disadvantaged children to be offered music lessons	Disadvantaged pupils given	SLT judge effectiveness of	Enabled children access music lessons which would not have

			opportunities they wouldn't otherwise get	these sessions on attendance and progress of individuals	been available to them otherwise.
<b>QUALITY OF TEACHING</b>					
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	High quality CPD provided to staff.
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	100% of teaching was good or better by the end of the 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	2 NQTs made good progress and have confidently passed NQT year.
Reduced class sizes	£50,000	Some year groups are smaller	Disadvantaged children make good or better progress	Termly data	In reading and writing PP children showed significant growth. Reading Pp exceeded non PP. Maths showed no significant differences between groups.
SLT members out of class to support		SLT released from class responsibility to support all	As above	Termly data and provision maps	

with cover and interventions		other teachers and provide quality interventions			SLT worked closely with EYFS Y1, Y2 and Y6 to make significant impact with disadvantaged groups.
Provision maps with small steps to show progress + termly pupil progress meetings	£900	SLT to monitor impact of interventions and provision for SEN children through maps and termly pupil progress meetings	As above	Data	
Language link		Trained TA to run speech and language link intervention in reception and Key Stage 1			Progress of all children closely monitored individually so PPM could be focused clearly on child's specific needs.  Interventions enabled all children to improve their percentile rank over the year.
<b>BEHAVIOUR AND ATTITUDE TO LEARNING</b>					
Development of Growth Mindset	£400	Deputy Head to introduce the concept of growth mindset to all staff	Positive attitude to learning	Pupil voice and target walls	Children's attitudes to learning have shifted to a growth mindset perspective. Children happier to accept higher challenge.
Nurture Groups run by specialist TA	£32,600		As above	Case studies Pupil / teacher voice	Nurture groups supporting a large

One day a week - counsellor in school	£9,650	One day a week, nurture groups run for highlighted pupils and Nurture Class running every day	As above	Case studies Pupil / teacher before and after questionnaire	number of children with social and emotional needs to achieve well in class.  Children report positive outcomes to sessions.
Speech and Language therapist 1 day a week	£5500	One day a week a qualified counsellor employed to work with highlighted pupils	Disadvantaged pupils able to access curriculum	Data, progress reports from therapist	Communication skills and speech have improved for children involved with this service. Training passed onto TAs.
Key worker based in school	£7800	One day a week a qualified therapist employed to work with highlighted pupils and train TAs to support in class  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	Parents and children report they feel the service supports them and their children to do well in school.
Analysis of attendance			Better attendance - at least 95%	Attendance figures	Last year we achieved 94.4%. This total was affected by children on part time timetables.
Purchase of CLASS units to support children including educational psychologist	£420	Attendance officer to monitor, send letters out and keep SLT aware of individuals  When required sessions from CLASS will be purchased to	Disadvantaged pupils able to access curriculum	Termly data, case studies, SEND paperwork being accepted for EHCPs	10 PP children accessed services

		support disadvantaged pupils and back up applications for any SEND paperwork submitted			which supported class teachers and SEND paperwork.
LEADERSHIP AND MANAGEMENT					
Pupil premium lead to attend regular meetings within cluster		At least 3 times a year, DH will attend cluster meetings to share ideas and procedures in pupil premium meetings	Greater efficiency with regard to improving progress for disadvantaged pupils. Clearer information on website for parents	Parent feedback of website Termly data	PP lead attended and liaised with other local PP leads.
SLT to monitor pupil progress meetings and data across the school		Termly meetings with class teacher and at least 1 member of SLT for in-depth discussion over provision for disadvantaged children	Teachers know children individually and provide for their needs	Detailed provision maps showing progress over time Pupil progress meeting write-ups	Detailed assessment tools and teacher training has ensured everyone is fully aware of gaps in learning for PP children.
SLT to observe TAs and teachers to ensure efficiency		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.	All teaching to be judged as at least good and TA observations to be judged at a high level by SLT	Observation forms and feedback to staff	100% of teaching was good or better by the end of the year

