

Pupil Premium Strategy Statement 2017 to 2018

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school)		
A.	Low-level listening skills of children eligible for Early Years PP on entry to Nursery.	
B.	Attachment disorder.	
C.	Reading skills of segmenting, decoding, comprehension, retrieval of information from a text, inference, deduction.	
D.	Confidence in application of mathematical concepts to new learning. Ability to reason, explain and see connections in number.	
E.	Ability to apply writing conventions consistently.	
F.	Self-esteem and confidence of PP children is often lower than that of their peers.	
External barriers (issues which also require action outside school, such as low attendance rates)		
G.	Attendance rates are high for children entitled to Pupil Premium funding (2016/17 – 98.1%). Tracking of attendance is half termly and actions to tackle persistent absenteeism are in place. It is monitored by the Head teacher and reported at QA visits with the School Improvement Partner. This high attendance needs to be maintained.	
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved listening skills.	Attainment will be at the expected standard in listening at the end of Nursery.
B.	Improved self-esteem and confidence.	Positive interactions with peers and adults. Improved self-esteem and lower anxiety levels in class work and social situations.

C.	Children make rapid progress in their reading and phonic knowledge. Improved rate of progress (aim for accelerated) towards the end of year expectations.	The child in Year 2 who is eligible for PP will pass the phonic screening check at the end of Year 2. 6+ steps of progress a year is accelerated. For PP an improved rate of progress will be significant evidence of improvement in learning. This will be closely monitored in half termly Pupil Progress Meetings with the on-going aim of diminishing the difference between PP and the national average. PP children will be achieving in line with their peers nationally in reading at the end of KS1. Where attainment is not in line the difference will nonetheless be diminished.
D.	Improved rate of progress (aim for accelerated) towards the end of year expectations in mathematics.	6+ steps of progress a year is accelerated. For PP an improved rate of progress will be significant evidence of improvement in learning. This will be closely monitored in half termly Pupil Progress Meetings with the on-going aim of diminishing the difference between PP and the national average. PP children will be achieving in line with their peers nationally in mathematics at the end of KS1. Where attainment is not in line the difference will nonetheless be diminished.

E.	Improved rate of progress (aim for accelerated) towards the end of year expectations in writing.	6+ steps of progress a year is accelerated. For PP an improved rate of progress will be significant evidence of improvement in learning. This will be closely monitored in half termly Pupil Progress Meetings with the on-going aim of diminishing the difference between PP and the national average. PP children will be achieving in line with their peers nationally in writing at the end of KS1. Where attainment is not in line the difference will nonetheless be diminished.
F.	Improved confidence and resilience when approaching learning experiences.	Improved resilience when working, shown by engagement with activity and time on task. As a result of more time on learning, attainment will improve. The difference between PP and national average will diminish.
G.	Continued high attendance rates for pupils eligible for PP.	Overall PP attendance continues to remain high at 98.1%. There will continue to be no persistent absentees among pupils eligible for PP.

Planned expenditure					
Academic year		2017 to 2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved listening skills.	Purchase listening stations and games that encourage listening skills to be developed.	Experience shows that children respond well to games that support listening skills.	Classroom observations, improved pupil progress.	EYFS Lead	Termly in PPM.
Children make rapid progress in their phonic knowledge, and this is developed so that they are able to apply and use sounds to support their reading.	Daily phonic small RWI group which teaches to children's gaps of knowledge and understanding. Daily one to one extra phonic support.	Phonic Screening Check data 2016/17 has shown a positive impact from the extra phonic support given during Year 1, and for the Year 2 retakes.	Regular half termly assessment of children's phonic learning and moved to new groups accordingly. One to one phonic support monitored and adjusted accordingly.	Phonic Manager/ SLT	Reviewed half termly throughout the year.

Difference between PP and national attainment in reading, writing and mathematics is diminished.	In class support provided by TA's to work with small groups and support individuals in class sessions. TA2 and 3.	Small group supported work by highly experienced TA staff. Children respond well to the extra support and this has been successful previously.	Prioritise TA support work when other activities need covering. Ensure support is in planning. TAs well briefed before lesson.	SLT	Mid-term review and formal Pupil Progress Meeting analysis of class data half termly.
Difference between PP and national attainment in reading, writing and mathematics is diminished.	1:1 support for identified children who need the extra guidance.	Research from Education Endowment Foundation supports this approach.	TA's allocated to support children are timetabled for that purpose only.	SLT	Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress.
Accelerated progress in literacy and maths.	Additional learning supported group work.	Within whole class teaching, teachers use guided work to address misunderstandings and barriers to learning, often adapting lessons to facilitate this. High quality feedback has been identified as having a positive impact on children's attainment.	Classroom observations of feedback. Pupil Voice activities. Book looks. Improved pupil progress.	SLT	Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress.
	Whole school	Research from Education	Observations of Growth	SLT	Ongoing to ensure it is in

Improved confidence and resilience when approaching learning experiences	Growth Mindset. Training for staff on Attachment Disorder.	Endowment Foundation supports this approach.	Mindset in action, including displays, pupil voice activities and work in children's books.		place. Whole school monitoring to assess impact on progress.
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	<p>Total budgeted cost</p> <p>Listening stations/ games= £300</p> <p>Phonic, reading and spelling support with TA3, 2 children for 15 minutes each child per day 3 x per week = £860</p> <p>Mathematics support with TA3, 2 children for 15 minutes each child per day 3 x per week = £860</p> <p>HLTA and TA 2 support in class (am) 4 days per week, 2 children in small group work support = £3984</p> <p>Mathletics Maths Intervention – 4 x 15 mins per week, 2 children with a TA 2 = £700</p> <p>Attachment Disorder Training = £800</p> <p>Total Costs: £7504</p>
<p>ii. Targeted support</p>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children make rapid progress in their phonic knowledge, and this is developed so that they are able to apply and use sounds to support their reading.	1:1 Phonic Catch up Support	<p>This enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up.</p> <p>In a 1:1 situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.</p>	<p>Observations of 1:1 Phonic teaching to ensure intervention sessions are targeting accurately.</p> <p>Regular half termly assessment of children's phonic learning and moved to new groups accordingly.</p>	Phonic Manager SLT	Reviewed half termly throughout the year.
Accelerated progress in literacy and maths.	Catch-up maths / English sessions.	Small group intervention work has had impact in previous years. Research from Education Endowment Foundation supports this approach.	Provision map with details of who / where/ when. Provision overseen by SENDCO and DH.	SENCO SLT	Termly Pupil Progress Meetings with all teachers.
To improve social interactions, self-esteem and confidence.	Star Club Sessions for 45 minutes per week for 10 weeks with a TA 3.	The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific children with particular needs or behavioural issues can be effective. School ran these sessions last year and they proved to be very successful in addressing behaviours and improving confidence.	<p>TA's are accountable to school for delivering the programme agreed.</p> <p>Ensure children are available to attend. Feedback from parents and children at the end of the programme to evidence impact.</p>	SLT	Weekly briefings from TA's. Impact reviewed at the end of the programme.

Total budgeted cost					<p>Phonics/ Reading/ Writing/ Maths catch up sessions as budgeted in previous section.</p> <p>Star Club TA costs and resources = £800</p>
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Attendance, wellbeing and readiness to learn.	Free attendance at Breakfast Club.	<p>The DfE document 'Wraparound and Holiday Care' 2016 reiterated the evidence that 'that for many parents it can be difficult finding something and affordable'.</p> <p>In a National Audit Office survey of children (2015) 31% believed that After School Clubs helped them to learn.</p>	Improved Attendance.	SLT	Reviewed termly throughout the year.

<p>To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. To ensure that all children get the opportunity to have an enriched curriculum and provide children with experiences inside and outside the classroom.</p>	<p>Subsidising the cost of school visits/visitors to schools (i.e. free books when an author visits etc.) Subsidising the cost of outdoor learning - We Are Adventurers</p>	<p>In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn.</p>	<p>Pupil and Parent Voice</p>	<p>SLT</p>	<p>Reviewed termly throughout the year.</p>
<p>Total budgeted cost</p>					<p>Breakfast Club = £1140 (subsidised by school)</p> <p>School trips and enhancements - £50 per child = £250</p> <p>We are Adventurers £42 for 7 weeks x 2 = £84</p> <p>Total costs: £1474</p>

Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.