

Pupil premium strategy statement:



1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£	Date of most recent PP Review	n/a
Total number of pupils	305	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
Attainment for: 2016-2017 (4 pupils) Year 6	<i>Pupils eligible for PP (4 children) (School/National)</i>	<i>All Pupils (School/National)</i>
% achieving expected standard or above in reading, writing and maths	75% / 67%	77% / 61%
% achieving expected standard or above in reading	75% / 77%	85% / 71%
% achieving expected standard or above in writing	100% / 81%	90% / 76%
% achieving expected standard or above in maths	75% / 80%	87% / 75%

3. Current attainment		
Progress for: 2016-2017 (4 pupils) Year 6	<i>Pupils eligible for PP (4 children) (School/National)</i>	<i>All Pupils (School/National)</i>
Average point Score in reading	107.3/105.3	107.6/104.1
Average point Score in maths	105.8/105.3	107.9 /104.2

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social and emotional intelligence including lack of confidence and resilience	
B.	Data indicates	
C.	A high proportion of pupils eligible for PP have SEND	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance	
E.	Parental support and guidance	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Development of greater social and emotional maturity in a safe and creative learning environment	Children need less support in class time to resolve friendship issues Children become more independent learners, hence making targeted progress
B.	Clear and supportive strategies are in place to ensure effective dialogue and communication with parents	All parents are signed up to Parentmail Web Site is current and provides information and useful links to resources and services
C.	Excellent progress and identification of further strategies for support.	All children make at least expected levels of attainment Progress measures reflect increasingly significant levels
D.	The attendance of all children, including pp improves (it is worthwhile to note that the parent of pp children will reflect on the absences of other children through holidays etc)	Attendance for all children and cohorts is in line with School target at 97%

3.	Planned expenditure						
Academic year			2017/18				
	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.						
i.	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?	Cost	Staff lead	When will you review implementation?
C		• Funding for Tracking programme	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	Reviews of data on a termly basis by SLT and staff appriasals	£1300	SLT	Termly
D		• Absence monitoring and dialogue with parents	Ofsted Update (July 2014) ‘schools are improving provision because most leaders and managers, including members of governing bodies, are routinely paying more attention to the needs of this particular group of pupils’	Monthly reviews and termly briefings to GB	£4000	JL	Monthly
C		• Y6 Revision Materials • Additional Needs Materials	DfE Report (Nov 2015) indicates that successful schools have ‘an individualised approach to addressing barriers to learning and emotional support’.	All material is provided and pupils engagement will be regularly monitored by teachers	£1000	SLT	Termly
A & B & C		Resources for assist with parental literacy and enjoyment in reading	In the early years, parental involvement has a significant impact on children’s cognitive development and literacy and number skills1. DfE	Seek external advice and guidance and ensure programme is well staffed and resourced	£2000	SLT/MLT	Termly

ii.	Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A & B & C	Learning Mentor	DfE Report (Nov 2015) indicates that successful schools have ‘an individualised approach to addressing barriers to learning and emotional support’.	Monthly briefings to MLT and termly briefings to GB.	£8000	SH	As identified
A & B & C	Additional Targeted SENCO	DfE Report (Nov 2015) indicates that successful schools have ‘an individualised approach to addressing barriers to learning and emotional support’.	Monthly briefings to MLT and termly briefings to GB.	£10000	SH	As identified
A & C	Targeted TA Support	DfE Report (Nov 2015) cites ‘paired or small group additional teaching as having a positive impact on progress of PP pupils’	Half termly reviews of pupil progress	£30000	SLT	Half Termly
A & C	Drama based activities	The quality of pupils’ oracy skills and confidence in learning has a direct impact on rates of progress. Focus on oral language adds up to 5 months progress according to the EEF Teaching and Learning Toolkit	Monthly briefings to MLT and termly briefings to GB.	£4000	SH	As identified

A & C	• Additional provision at Breakfast Club and/or after School Club	Breakfast clubs are more cost-effective than the government's flagship £1 billion universal infant free school meals policy in improving outcomes for pupils in disadvantaged areas, according to researchers - EEF		£2000		
A & C	• Subsidised provision for school visits/ Music provision/ residential visit	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support'. Re - inclusion		£2000		

iii.		Other support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A	Developing outdoor environment to encourage social interaction and physical play in EYFS	All under 5s should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping). DFE	Monthly briefings to MLT and termly briefings to GB.	£6500	RR	As identified
B	Web Site	Parental engagement has a large and positive impact on children's learning. It is therefore a priority for schools to identify interventions that are effective in supporting parental engagement, particularly for those parents who are not significantly involved in their children's education. - DFE	Feedback from staff and parents	£600	SLT	Annual
B & D	Communication Systems	Parental engagement has a large and positive impact on children's learning. It is therefore a priority for schools to identify interventions that are effective in supporting parental engagement, particularly for those parents who are not significantly involved in their children's education. - DFE	Feedback from staff and parents	£1400	SLT	Annual

4. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
C	• Funding for Tracking programme	• Detailed tracking of pupil progress available with options for more detailed scrutiny when required • Strategies employed by staff often used for the benefit of all pupils	More detailed reporting to all staff of whole school progress	£1300
D	• Absence monitoring and dialogue with parents	• Strategies employed by staff often used for the benefit of all pupils	Continue with programme but ensure additional rigour by penalising poor attendance when necessary	£5000
C	• Y6 Revision Materials • Additional Needs Materials	• Strategies employed by staff often used for the benefit of all pupils	Continue with existing provision and a valuable and reliable exercise	£500 £320
A & C	• Apprentice Support in EYFS	• Staff allowing for a greater variety of learning experiences • Staff allowing for effective management of minor disruption and encouraging the development of emotional maturity • Strategies employed by staff often used for the benefit of all pupils	Availability of additional support in EYFs is effective in promoting quality teaching and learning .	£1878

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A & C	• Drama based activities	Children involved have all demonstrated enjoyment and increased social and emotional maturity	Activities effective in developing social and emotional maturity.	£4000
A & B & C	• Learning Mentor	Feedback from staff, parents and children have identified a positive benefit.	A support strategy to support pastoral care as well as communication with parents is extremely beneficial to the children	£7386
A & B & C.	• Additional Targeted SENCO	Feedback from parents have identified a great benefit and reflect positively on the Additional Needs Department	Experience has determined a greater need for support & guidance within the home which the additional provision is able to offer, as well as direct dialogue concerning individual support plans and school provision	£9000
A & C	• Targeted TA Support	Progress across the Key Stage particularly strong in Reading and Writing	Support will continue but will continue to be refined and targeted to best meet needs, so encouraging improved attainment and progress in Maths and English	£30000
A & B	• Monthly lunch for children of forces families to meet and share experiences from EYFS through to Y6 • Time set aside for children to produce work and/or letters to send to parents who are overseas.	Activities well received by children and parents	Continue with provision	No additional cost

iii. Other Strategies				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
A	Developing outdoor environment for children to encourage social interaction and physical play in EYFS/Outdoor Learning	Children enjoy accessing the outdoor environment. There is both a net gain to physical coordination as well as the social and imaginative play.	Continue with provision	£2100
B	Web Site	Mechanisms for communicating electronically with parents has been extremely valuable in providing engagement in a time efficient manner	Ensure that all information is maintained and up to date . Need to consider benefits of wider social media to distribute information such as Twitter. Continue with the overall approach	£600
B & D	Communication Systems	Mechanisms for communicating electronically with parents has been extremely valuable in providing engagement in a time efficient manner	Be more selective in both the frequency and quantity of information distributed electronically Continue with the overall approach	£1400
A & C	Breakfast & Afterschool club	Provision of additional staff and resources to encourage social and emotional wellbeing	Continue with provision – although at a reduced level as provision is better funded.	£6000
A & C	Subsidised for educational visits	Subsidy to support costs of provision for additional activities where parental donations are required	Continue with provision	£1500