

Pupil Premium 2016-2017

For the current academic year we have received: £52,680

Pupil Premium Key Objectives for 2016/7

- Target setting which will give an opportunity for teachers to discuss 1:1 with each pupil to determine their learning journey at the beginning of the year, reviewed at least termly
- To ensure high quality teaching and additional support, bespoke to the needs of individuals
- To provide emotional support for those pupils targeted to pupils who have disruptive home lives or who have insufficient parental support
- To provide wider opportunities to enrich and broaden experiences
- To continue to build relationships between families and the school which will increase skills which will enable support at home to be more effective and regular
- To increase the number of children achieving ARE and ARE+ across the school
- To implement Verbal Reasoning or similar assessments to ensure that our expectations are in line with the potential of each individual

What are the barriers to learning, desired outcomes and success criteria?

The barriers to learning include poor attendance, low self esteem and lack of confidence. Low prior attainment, special education needs, and low cognition scores have been identified with some of our pupils. To address these barriers we use our resources proportionate to need.

Our desired outcomes include all children attending regularly. We also aim for the progress of each child to be commensurate with their ability, with attainment to be at least in line with national averages for ARE and ARE+. Additionally, we aim for children to be school ready, eager to learn, confident and happy with transition procedures meaning that the most vulnerable are prepared for their next stage in learning.

How will the impact of the spending of the Pupil Premium be measured:

Given baseline assessments, we determine what we would expect to see and what we would hope pupils will attain, prior to interventions beginning. We evaluate the effectiveness of support relative to the cost, time spent and appropriateness of the intervention and progress made. Our provision includes:

- An experienced teacher who is able to work with individual children, adapting the curriculum and the expectations given the child's individual targets and needs
- Small group booster work with TAs. This has particular impact on those children preparing for end of key stage assessments.
- In class grouping with differentiated tasks
- Targeted, subject specific programmes to address identified areas of need, eg. Spelling, maths or writing groups
- Involvement of ELSA to support children who have emotional difficulties; this is adapted dependent on the needs of the child
- Additional resources purchased to aid learning or participation in wider opportunities, eg. Spelling checkers, Ace dictionaries, sports equipment, musical instruments
- Behaviour support, in conjunction with parents to ensure a combined expectation
- Careful grouping to ensure that good role models and positive behaviour models are matched with children who may find learning difficult
- Specific programmes with RBWM staff to address specific needs

How our strategy is determined

We have a clear picture of the school needs, for example, in which year groups barriers are more frequent, and how these can be overcome. Using research, for example Growth Mindset and the Sutton Trust combined with the comprehensive knowledge of our children and their needs, we determine how our resources will be utilised. For example, we have one intervention Teaching assistant who is used flexibly across the school as data analysis and Pupil Progress meetings indicate the need.

On a termly basis, or at the end of an intervention, whichever is appropriate, we assess how well children have thrived, we then adapt, maintain or cease our provision. Dependent on our cohorts we determine our next steps given on an assessment of the current picture. We have a range of strategies that we implement after careful consideration.

Pupil Premium Allocation 2016-17

Ever 6 (FSM) = 39 Pupils @£1,320 = £51,480

Service Children = 4 Pupils @ £300 = £1,200

Total allocated: £52,680

School Strategies

Provision	Description	Intended Impact
Emotional Literacy Support	1 to 1 or group social and emotional support from trained staff for vulnerable pupils in the classroom and during playtime and lunchtimes.	Reduce the number of social issues reported by staff e.g. friendship issues, sportsmanship, managing emotions and behaviour
	Emotional literacy assessments, aided with self-esteem and locus of control considerations, in addition to teacher/parent requests dependent on pupil need	Assessment allow for accurate identification of need and targeted support. Measure of success can be measured.
Targeted Interventions by trained teaching assistants	In class and /or group interventions to improve speaking and listening skills, phonics, reading skills and maths.	Support pupils with language delay and those that fall behind in order to close gaps, increase pupil confidence and provide secure foundation for future learning.
Educational Psychologist	Assessment of children with particular needs, referrals, and reporting back to parents.	To be able to tailor work to a child' s particular needs in order that they may reach their full potential
Homework Club	Once weekly club supervised by member/s of staff to encourage good work habits and positive attitudes to learning.	Homework is completed on time and to a good standard to support class learning with access to trained adult support if required.
Breakfast Club	Daily breakfast and morning activities.	Children are in school early, settled, fed and prepared for the start of the school day.

Enrichment	Subsidised costs to enable pupils to attend school trips and residential week	All pupils are able to benefit from wider curriculum opportunities that may be limited by additional costs.
Resources	To purchase It equipment, books , resources in order to improve understanding and ease of learning.	Laptops and spelling items for those children who find writing the tasks more difficult
Attendance	Attendance follow up with parents and pupils to clarify what good attendance and punctuality looks like and how this can be achieved	Good attendance has a direct impact on attainment.
1:1 target setting	Whole school PP targets, in line with Non PP attainment and achievement targets commensurate with VR scores and prior attainment	Children are set aspirational targets in order to for all pupils to meet their potential.
Pupil Voice	Children work together with their teacher to determine what success will look like in the short and long term Pupil voice aspiration interviews to consider interests and ambitions	Children take ownership of their own learning – drive their own progress.

Summary of Spending 2016/17

ELSA (Pastoral – emotional and social support)	£19,000
TA – ELKAN (Speech and language) Trained	£10,000
Statemented 1:1 TA Support	£6,500
Precision monitoring TA - Literacy	£1,000
Precision monitoring TA - Numeracy	£1,000
Educational Psychologist	£3,500
School Support (SEND) - Group intervention teacher	£1,822
Booster Classes – Cost of supply to release teacher and resources	£4,000
CPD – Whole staff training, INSET, Subject leader training	£1,500
Gifted and Talented maths group – Staffing and resources	£1,000
After School Clubs	£750
Additional Resources	£900
Enrichment – including school trips and residential	£2,000
Total Spend	£52,972

Impact of Pupil Premium Funding 2015/16 –

Pupil Attainment at Key Stage 2:

Table shows % pupil premium pupils who made ARE (Scaled score of 100+) and those achieving at a higher level or at greater depth, compared to non-pupil premium pupils.

Year 6 (2016)	Reading		Writing		Maths	
Attainment: Group	Scaled Score 100+	High Scaled Score	Expected Standard	Greater Depth	Scaled Score 100+	High Scaled Score
All (23)	76%	20%	76%	12%	72%	20%
PP (6)	50%	0%	67%	0%	33%	0%
Non PP(19)	84%	26%	79%	16%	84%	26%

In Reading 3 out of the six children did not make ARE, two of whom also have more complex SEND. In Writing 4 out of the six children did not make ARE, two of whom also have more complex SEND and one only missed the required standard by 1 scaled score point. In Writing the 2 out of the 6 PP children did not achieve ARE, these are the same children who also have more complex special needs.

Pupil Teacher Assessment at Key Stage 1:

Table shows % pupil premium pupils whose end of Key Stage 1 Teacher Assessment indicated whether they were working at the expected standard or working at greater depth compared to that of the non PP children.

Year 6 (2016)	Reading		Writing		Maths	
Attainment:	Working at Expected Standard +	Working at Greater Depth than Standard	Working at Expected Standard +	Working at Greater Depth than Standard	Working at Expected Standard +	Working at Greater Depth than Standard
Group						
All (29)	83%	28%	76%	17%	79%	31%
PP (3)	33%	0%	0%	0%	66%	0%
Non PP(26)	88%	31%	85%	19%	81%	35%

One PP pupil out of the three achieved the Expected Standard in reading. No PP pupils in the last cohort achieved the Expected Standard in Writing. Two out of the three PP pupils made the Expected Standard in Maths. None of the three PP pupils are reaching the Greater Depth.

All three PP children in this Key Stage 1 cohort also have complex SEND and pastoral needs. Children who are not reaching the standard have barriers that are extremely difficult to overcome or compensate for in a short time frame – over time the interventions should have the desired impact. No children made the higher standard in any of the above subjects this has led to a review of provision and new focussed targeting of this specific group.

Date of our next review: April 2018