



Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016-2017	Total PP budget	£125,240	Date of most recent PP Review	n/a
Total number of pupils	232	Number of pupils eligible for PP	94	Date for next leadership review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>national average ALL pupils</i>
% achieving in reading, writing and maths	69%	64%
% attainment in reading	72%	80 %
%attainment in writing	76%	80%
% attainment in maths	76%	80%
% attainment in English spelling , punctuation and grammar	83%	87%
% progress score in reading	+0.84	+0.33
% progress score in writing	+2.48	+0.12
% progress score in maths	+1.10	+0.24

3. Potential barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers
A. On entry into nursery, pupils are well below their age and stage of development in prime areas
B. Limited vocabulary, poor spelling, punctuation and grammar, impacting on writing outcomes.
C. High proportion and level of pupils' social-emotional needs, requiring specialist support.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D	Limited access to extra curricular activities	
E	Poor attendance; pupils taking time out of school for holidays during term time.	
F	Poor verbal communication skills, listening and understanding	
G	Low resilience and independent enquiry skills; with limited access to resources	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To accelerate pupil progress and achievement for higher ability pupils in prime areas and end of key stage assessments.	Outcomes for GLD in line with N/A by end of EYFS, and at end of key stage 1 and 2 in R, W, M.
B.	To improve progress and outcomes in English, grammar, spelling, vocabulary and punctuation.	Pupils in line, or above, national outcomes in EGPS.
C.	To provide swift and effective support for vulnerable pupils and families.	Improvement in pupils' social-emotional well-being, with impact on attendance, behaviour, progress and outcomes.
D.	To ensure fair access and inclusion in after-school activities and events.	100% of PP pupils accessing at least one after-school club
E.	Improvement in attendance rates for a small minority of PA pupils.	Reduction in number of PA pupils.
F.	To improve pupils' self-confidence and communications skills.	Children to access and achieve English Speaking Board public awards, including debates for older pupils.
G.	Improvement in pupils' behaviour for learning through chosen independent research skills and projects.	Increased attendance at Homework Clubs. Independent research topics reflect research and enquiry—key stage 2 pupils.

KEY STRATEGIES FOR IMPROVING OUTCOMES 2016-2017

Desired outcome	Planned interventions, support and strategies	Success criteria	Lead person/s	Evaluation and review date
A. Improvement in outcomes for end of EYFS, including potential high achievers.	Early language support and 1:1 tuition for EAL pupils and pupils with SEND. Specialist language support for high ability EAL pupils.	Accelerated progress and narrowing gaps within school, and all pupils nationally.	Ms Clarke	Jan 2017 <div style="border: 1px solid black; padding: 2px; text-align: center;"> TOTAL COST £70,000 </div>
B. Improvement in progress and outcomes for EGPS.	Targetted interventions for individuals and groups. Support for writing –all levels- with a focus on higher ability pupils.	Proportion of pupils exceeding expectations in writing and EGPS improves by end of key stage 2.	Mrs. Perkin	Jan 2017
C. Improvement in social-emotional well-being and resilience of vulnerable pupils and families	Appoint child counsellor to ensure swift access and 1: 1 support for pupil referrals	Impact of counselling reflected in attendance, behaviour and progress in reading, writing and maths.	Child counsellor Family support Coordinator	Monthly briefings with parents/staff <div style="border: 1px solid black; padding: 2px; text-align: center;"> TOTAL COST £4,000 </div>
D. Increase in proportion of pupils accessing art, music and sports events.	Specialist teaching and coaching for sport and music.	Higher proportion of pupils participating in musical performances and sports competitions.	Mrs Whittingham Ms Clarke Mrs. Cooper	Jan 2017 <div style="border: 1px solid black; padding: 2px; text-align: center;"> TOTAL COST £20,000 </div>
E. Improvement in attendance and progress of PA pupils.	Engage family support team to work with families. Learning mentor to provide 1:1 support. Family learning sessions. Consult with pupils and parents re. wrap-around-care and access to homework clubs and other extended curriculum activities.Attendance clinics; EWO home visits; Family support team sessions; family learning sessions; after school access to clubs	Reduction in number of PA pupils. Family support services to liaise more closely with EWO and families of PA pupils and coordinate access to after-school services. Family workers to consult with parents of PP children regarding chosen activities and resources needed to support independent enquiry.	Mrs Cooper Mrs Brooke Ms Bedson Mr Baylay	monthly attendance clinics Evaluation of registers Dec 2016 Feb 2017 April 2017 June 2017 <div style="border: 1px solid black; padding: 2px; text-align: center;"> TOTAL COST £15,000 </div>

KEY STRATEGIES FOR IMPROVING OUTCOMES 2016-2017

Desired outcome	Planned interventions, support and strategies	Success criteria	Lead person/s	Evaluation and review date
<p>F. Improved verbal communication of pupils across all year groups, with a focus on PP/SEND and PP/EAL pupils, and higher ability groups.</p> <p>Improvement in pupils' self-confidence, awareness, performance; for higher ability pupils -public speaking and debate (secondary level)</p>	<p>1:1 and small group provision for English Speaking Board (ESB) award programme</p> <p>Higher proportion of pupils achieve ESB secondary debate award.</p>	<p>Progress data shows accelerated rates of progress for PP with SEND/EAL and higher ability groups.</p> <p>Higher proportion of pupils achieve ESB awards.</p> <p>Increase in number of PP pupils exceeding national expectations in speaking and ESB secondary debate award.</p>	<p>Class teachers Senior leaders</p> <p>English subject Leader Y4/5/6 teachers</p>	<p>Half-termly review of progress data</p> <p>Progress data June/July 2017 ESB external assessments</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>TOTAL COST £12,500</p> </div>
<p>G. Improvement in pupils' independent learning, behaviour for learning and enquiry.</p> <p>Increase attendance at homework clubs for PP pupils.</p>	<p>Staff CPD on developing skills of enquiry and independent study.</p> <p>KS 2 pupils to select and research chosen topic, methods of research, curriculum areas, and use of ICT.</p> <p>Purchase additional books, resources and I-pads to support independent research and enquiry.</p> <p>Schedule additional library visits to support research skills.</p> <p>IRIS video coaching sessions used by all staff to evaluate and improve quality and range of opportunities to develop pupils' skills of enquiry.</p> <p>Learning mentors to supervise homework clubs.</p>	<p>KS2 pupils demonstrate independence and progress towards improving research and enquiry through chosen self-study topics.</p> <p>Independent research topics reflect: Depth of understanding of chosen topic high quality presentation and standards in writing, oral presentation and confident communication with peers.</p> <p>Pupils will have opportunities to observe and evaluate their own contribution in communicating and collaborating in lesson activities and discussion.</p> <p>PP pupils attend at least one homework session weekly.</p>	<p>Executive Headteacher</p> <p>All staff</p> <p>Phase leaders</p> <p>Learning mentors/family support coordinator</p>	<p>Nov 2016</p> <p>Y3/4/5 Spring 2017</p> <p>Y6 summer 2017</p> <p>Dec 2016</p> <p>Sep 2016</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>TOTAL COST £14,500</p> </div>

