



Pupil Premium Strategy 2016-2017

CONTEXT OF SCHOOL

- The proportion of pupils known to be eligible for free school meals is below the national average: 21.1% (School) 25.2% (National) . The proportion of pupils known to be eligible for free school meals has been decreasing over time.
- The SDI indicates that deprivation is below average and generally stable at 0.18

Total number of pupils on roll	189
Number of pupils eligible for Pupil Premium Grant	43
Pupil Premium Grant amount anticipated for 2016-2017	£58,460

STRATEGY

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Cost	Evaluation	Impact
<p>Too few pupils exceeded the expected level in reading and maths at the end of Year 6 in 2016.</p> <p>Pupils are achieving well at the expected level but lack the stamina to read the quantity of text in greater depth.</p> <p>Y6 in 2016, 0 disadvantaged pupils achieved greater depth in reading and maths. Based on prior attainment of current Y6 disadvantaged pupils and current progress, intervention is planned to ensure between 8-25% achieve greater depth in reading and maths.</p>	<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support reading, writing and maths across the curriculum</p>	<p>TA Half day per week £2256</p> <p>Additional teacher Half day per week £4166</p> <p>TA – 0.8 to support throughout the curriculum £18050</p> <p>DHT Half day per week £5788</p>	<p>Before, during and after school booster sessions were provided for targeted pupils.</p> <p>This resulted in improvement in % pupils achieving the higher score when compared to 2016.</p> <p>This needs to continue to be a focus as proportions are below National figures for non-disadvantaged pupils.</p>	<p>Reading – 9% achieved the higher score</p> <p>Maths – 9% achieved the higher score</p>
<p>Progress of disadvantaged in reading is below others nationally (-0.67) and below school others (-0.42)</p>	<p>Before and after school groups for targeted pupils</p>	<p>As above</p>	<p>Although the progress measure did not reach '0' it is within the average interval bands.</p>	<p>Progress measure for reading in 2017 for disadvantaged pupils was -2.3.</p>

<p>Progress is within interval bands and the vast majority of pupils make good progress from starting points.</p> <p>Progress measure in reading is at least national average '0'</p>	<p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Read Write Review to increase stamina and motivation for reading</p>		<p>A very small number of pupils did not make expected progress due to SEND needs and historic persistent absence, which was addressed by school but resulted in negative impact on progress.</p>	
<p>Too few pupils are reaching the expected level in GPS at the end of Year 6</p> <p>Although the % of all pupils reaching ARE in reading, writing and maths is well above National average, GPS remains below, especially for disadvantaged. School analysis suggests that spelling has improved but there are gaps in grammatical knowledge. A number of pupils missed ARE by 1 or 2 marks.</p> <p>0% disadvantaged pupils achieved ARE in GPS in 2016. This needs to increase to be at least 60% in 2017.</p>	<p>Grammar training for all staff</p> <p>Purchase of Grammar resources from Y2-Y6</p> <p>Replenishment of Spelling resources from Y2-Y6</p> <p>Booster support groups on a weekly basis in Y6</p>	<p>SLA contract hours</p> <p>£600</p> <p>£500</p> <p>TA half day a week (included in costs above)</p>	<p>Outcomes at the end of KS2 show significant improvement in proportions of pupils reaching ARE and higher scores when compared to school data from 2016. This indicates positive impact of Pupil Premium spending.</p> <p>However, proportions continue to be below National other and therefore should continue to be a focus.</p>	<p>Disadvantaged pupils achieving expected level in 2017 was 55% compared to 0% in 2016.</p> <p>Disadvantaged pupils achieving the higher score in 2017 was 18% compared to 0% in 2016.</p>
<p>There is a need to reduce gaps between % disadvantaged pupils achieving ARE in Maths, Reading and Writing and M/R/W combined.</p> <p>A proportion of disadvantaged pupils in 2016 received additional support for SEND. Over half of the current Y6 cohort group are currently or have historically accessed additional support for SEN. There are a number of support plans in place to ensure good progress.</p> <p>33% FSM and 50% disadvantaged achieved ARE in Maths, Reading and Writing combined in 2016. (FSM 37% National)</p> <p>% FSM needs to increase above National and diminish difference between FSM/ disadvantaged and others.</p>	<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support reading, writing and maths across the curriculum</p>	<p>TA Half day per week</p> <p>Additional teacher Half day per week</p> <p>TA – 0.7 to support throughout the curriculum</p> <p>DHT Half day per week</p> <p>(All costed above)</p>	<p>6 of the 11 disadvantaged pupils also had SEND. Historic persistent absence also had a negative impact of achievement for some disadvantaged pupils.</p>	<p>27% disadvantaged pupils achieved the expected standards in RWM in 2017</p> <p>9% achieved the higher score in RWM in 2017, which is in line with National for all pupils</p>
<p>Pupils in KS2 who are not currently working at ARE and/or are not making expected progress in maths require additional support.</p> <p>Small numbers in these cohorts make comparisons with others unhelpful.</p>	<p>1:1 and small groups support for targeted pupils</p> <p>Extra teach support within the lesson</p>	<p>TA One day a week £4512</p>	<p>A very slight increase in disadvantaged pupils achieving ARE in Maths in KS2.</p>	<p>2016 – 74% of disadvantaged pupils in KS2 at ARE</p> <p>2017 – 75% of disadvantaged pupils in KS2 at ARE</p>

<p>Increase in children at ARE in Maths in KS2</p> <p>A high proportion of disadvantaged pupils in lower key stage 2 require focussed support to enable them to work within or towards ARE, particularly in reading and writing.</p> <p>Pupils are well supported due to high staffing levels, which results in strong progress for the vast majority of pupils. A number of children have explicit outcomes outlined in support plans which may not be reflected in ARE for the cohort. Barriers to attainment also include low prior attainment and social/emotional needs.</p> <p>Currently there are gaps between attainment of disadvantaged and non-disadvantaged in reading and writing, although the gap is diminished for maths. This will be monitored through internal tracking.</p>	<p>Additional Teaching Assistant to support reading, writing and maths across the curriculum</p> <p>Intervention groups for targeted pupils</p> <p>1:1 support for phonics</p> <p>Small group RWI for some pupils</p> <p>Referrals to other professionals for advice and support where appropriate</p>	<p>TA 0.8 to support throughout the curriculum £19986</p> <p>TA 1 ½ hours a week £1041</p>	<p>Targeted support for disadvantaged pupils in lower KS2 has been effective, which is shown by diminishing gaps in writing and higher proportions of disadvantaged pupils achieving ARE in Maths.</p> <p>Reading continues to be a focus.</p>	<p>At the end of the summer term, the gap in attainment between disadvantaged and non-disadvantaged in writing was reduced significantly.</p> <p>Gaps remain in reading for the lower KS2 cohorts.</p> <p>In one lower KS2 year group, the proportion of disadvantaged pupils achieving ARE in Maths was higher than for non-disadvantaged pupils.</p>
<p>Pupils with significant SEN needs in specific cohorts require focussed support to ensure progress, which may not be typical (see support plans)</p> <p>Some pupils have explicit outcomes outlined in support plans which may not be reflected in ARE for the cohort.</p> <p>Additional support needs to secure progress for disadvantaged pupils, which may not be typical for some pupils.</p>	<p>Additional Teaching Assistant to support reading, writing and maths across the curriculum</p> <p>1:1 support for phonics and basic number skills</p> <p>1:1 or small group RWI</p> <p>Extra teacher support within the classroom</p>	<p>TA apprentice to support throughout the curriculum £1750</p> <p>TA 1 ½ hours a week £1041</p>	<p>Effective additional support has enabled pupils to make progress, which may not be typical.</p>	<p>A high proportion of pupils met their Support Plan outcomes as a result of focused and targeted support.</p>
<p>Increase % of FSM pupils who reach expected standard in phonics at the end of Y1 to be in line with National and narrow in school gap.</p> <p>In 2016, 50% FSM achieved expected standard in phonics at the end of Y1. Those who did not receive support for SEND and their progress is tracked through internal systems.</p> <p>In 2017, attainment should be above 50%, diminishing the difference between school and National average for FSM, which is 70%</p>	<p>1:1 Phonics support</p> <p>Daily small RWI group</p> <p>Purchase of extra phonics/reading resources to use at home and school, eg sound booklets</p>	<p>TA 2 hours a week £1388</p> <p>TA equiv 1 day a week £4512</p> <p>£100</p>	<p>High levels of support and a school commitment to 1:1 support ensures that disadvantaged pupils make good progress and achieve well in the Phonics test.</p>	<p>75% disadvantaged pupils achieved the expected standard in phonics at the end of Y1, which is above the National for disadvantaged pupils.</p>

<p>Pupils who enter Reception at 'below' ARE require support to achieve standards in line with ARE at the end of Reception</p> <p>Very small numbers of disadvantaged pupils in Reception make comparisons unhelpful. However, school data shows that disadvantaged children make excellent progress from starting points at the beginning of Reception. This is carefully planned and monitored.</p> <p>Pupils who entered Reception below that typical of their age will be supported to leave in line with ARE.</p>	<p>Teaching assistant support to: deliver planned interventions facilitate smaller focus groups provide 1:1 for targeted pupils</p> <p>Focussed teacher support where appropriate</p>	<p>TA/TA apprentice Equiv 1 day a week £2000</p>	<p>Pupils who entered Reception below that typical of their age made accelerated progress to achieve in line by the end of the year.</p>	<p>2 pupils who entered Reception below that typical of their age were 'in line' at the end of Reception</p>
<p>A number of disadvantaged pupils need further monitoring and support to ensure good attendance</p> <p>Absence rates have reduced for FSM pupils in 2015-16 and persistent absence rates have halved. This is a strength. However, a number of pupils have low attendance, and require further monitoring.</p> <p>Continue to have a positive impact on attendance through a proactive approach by all staff.</p>	<p>DHT to monitor and track attendance; ensure good communication with parents where there is cause for concern; refer to other services if further support needed.</p> <p>Parent Support Advisor to support with lateness or attendance issues</p>	<p>DHT Half a day a week £5788</p> <p>£500</p>	<p>Attendance has been rigorously monitored and school records show improvement for the vast majority of individuals where attendance was an issue. However, historic persistent absence has had a negative impact on some KS2 outcomes in particular and school continue to work hard to address this where issues arise throughout the school.</p>	<p>Individual records clearly show that where school has supported families to improve attendance, this has increased for individual pupils.</p>
<p>Address social/emotional needs</p> <p>Some pupils need to access extra support to improve emotional and social wellbeing as this can be a barrier to learning. EEF research shows that outdoor learning can have a positive impact on academic achievement.</p> <p>Pupils will benefit from a range of support for their emotional needs which will support good progress.</p>	<p>Maintain PSA</p> <p>Purchase Emotional Wellbeing SLA</p> <p>Maintain play leader to ensure high quality play and learning opportunities outside</p>	<p>As above</p> <p>£1500</p> <p>£4587</p>	<p>Families have accessed support through the PSA</p> <p>Outdoor opportunities continue to provide pupils with a supportive environment where they can solve problems, develop teamwork and increase resilience.</p>	<p>Pupils' views were gathered at the end of Year 6 and recorded in their end of year reports. All pupils felt prepared for secondary school.</p> <p>Pupils have benefitted from a range of support for their emotional needs.</p>
<p>COOL Milk Provision</p> <p>Some pupils need financial support to enable them to have daily milk.</p> <p>Improved health</p>	<p>Provide daily milk</p>	<p>£600</p>		<p>Pupils have access to daily milk which can improve health.</p>
<p>Total</p>		<p>£80665</p>		