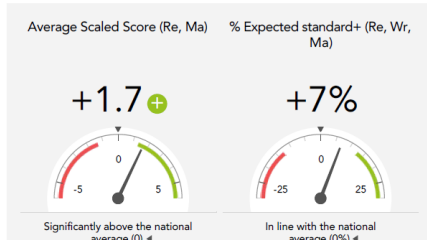


Pupil Premium Strategy Review: 2016-17

Area of Support	Examples / Details of Support	Estimated / Projected Cost of Support	Impact <i>(NB: For each educational intervention, expected impact is measured at pupil level through evaluations of assessment information)</i>																																																																																																																															
<p>Using specialist or specific support to improve overall provision</p>	<ul style="list-style-type: none"> Additional support from Deputy Head and Assistant Headteacher for Team 3 for Year 6, and an additional TA, specifically in Guided Reading, given the substantially higher demands of the new curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between FSM and Non-FSM pupil remains narrow. Additional CPD and support for Year 6 teacher (new to Year Group), with particular emphasis on interim assessment framework and provision/planning for the more able (particularly in GPS) Additional support from Assistant Headteacher and Inclusion Leader in Year 1 and Year 2 to support and enhance Phonics provision (including support for teachers new to Year Group). Plus, additional CPD for the Year 2 teachers. Booster Sessions in year 6 to accelerate progress in different core curriculum areas for targeted learners and disadvantaged pupils. Release time for Assistant Headteachers to support teaching and learning within each team, raise achievement and ensure sustained high outcomes for all pupil groups, including disadvantaged pupils. 	<p>£40,000</p> <p>£2,000</p> <p>£10,000</p> <p>£10,000</p> <p>£10,000</p>	<p>Year 6 Progress in Reading and Maths</p> <p>KS2 Progress 2017 - Value Added 58 matched pupils</p>  <table border="1" data-bbox="1232 750 2004 949"> <thead> <tr> <th>Pupils</th> <th>Attainment: Av scaled score R & M</th> <th>Attainment: % Exp. +(R,W&M)</th> <th>Progress: Av scaled score R & M</th> <th>Progress: Attainment: % Expected +(R,W,M)</th> </tr> </thead> <tbody> <tr> <td>PP 29</td> <td>101.7</td> <td>45</td> <td>+0.5</td> <td>-2%</td> </tr> <tr> <td>Non PP 30</td> <td>108.1</td> <td>87</td> <td>+2.9</td> <td>+15%</td> </tr> </tbody> </table> <p>Year 1 and 2 Phonics Provision</p> <table border="1" data-bbox="1232 981 2027 1093"> <thead> <tr> <th>Pupils</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>82.4</td> <td>89.5</td> </tr> <tr> <td>Non-PP</td> <td>86</td> <td>97.6</td> </tr> </tbody> </table> <p>All teaching across the school is now good and the new leadership structure has enabled collages to be appropriately supported across the school ensuring all teaching is good or better. With the majority being outstanding.</p> <table border="1" data-bbox="1232 1220 2172 1524"> <thead> <tr> <th rowspan="2">Yr.</th> <th colspan="3">Read.</th> <th colspan="3">Writ.</th> <th colspan="3">Maths</th> <th colspan="3">RWM</th> </tr> <tr> <th>B</th> <th>E</th> <th>G</th> <th>B</th> <th>E</th> <th>G</th> <th>B</th> <th>E</th> <th>G</th> <th>B</th> <th>E</th> <th>G</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>15</td> <td>80</td> <td>23</td> <td>17</td> <td>78</td> <td>18</td> <td>10</td> <td>85</td> <td>30</td> <td>18</td> <td>77</td> <td>18</td> </tr> <tr> <td>Y2</td> <td>24</td> <td>76</td> <td>29</td> <td>25</td> <td>75</td> <td>15</td> <td>23</td> <td>77</td> <td>23</td> <td>32</td> <td>68</td> <td>12</td> </tr> <tr> <td>Y3</td> <td>12</td> <td>83</td> <td>41</td> <td>20</td> <td>75</td> <td>25</td> <td>13</td> <td>82</td> <td>27</td> <td>27</td> <td>69</td> <td>13</td> </tr> <tr> <td>Y4</td> <td>19</td> <td>81</td> <td>22</td> <td>31</td> <td>70</td> <td>7</td> <td>27</td> <td>73</td> <td>12</td> <td>37</td> <td>63</td> <td>5</td> </tr> <tr> <td>Y5</td> <td>36</td> <td>64</td> <td>22</td> <td>43</td> <td>57</td> <td>17</td> <td>40</td> <td>60</td> <td>21</td> <td>48</td> <td>52</td> <td>10</td> </tr> <tr> <td>Y6</td> <td>23</td> <td>76</td> <td>31</td> <td>20</td> <td>80</td> <td>30</td> <td>21</td> <td>79</td> <td>27</td> <td>34</td> <td>66</td> <td>22</td> </tr> </tbody> </table>	Pupils	Attainment: Av scaled score R & M	Attainment: % Exp. +(R,W&M)	Progress: Av scaled score R & M	Progress: Attainment: % Expected +(R,W,M)	PP 29	101.7	45	+0.5	-2%	Non PP 30	108.1	87	+2.9	+15%	Pupils	Year 1	Year 2	PP	82.4	89.5	Non-PP	86	97.6	Yr.	Read.			Writ.			Maths			RWM			B	E	G	B	E	G	B	E	G	B	E	G	Y1	15	80	23	17	78	18	10	85	30	18	77	18	Y2	24	76	29	25	75	15	23	77	23	32	68	12	Y3	12	83	41	20	75	25	13	82	27	27	69	13	Y4	19	81	22	31	70	7	27	73	12	37	63	5	Y5	36	64	22	43	57	17	40	60	21	48	52	10	Y6	23	76	31	20	80	30	21	79	27	34	66	22
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Securing the progress of targeted learners	<p>Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings).</p> <ul style="list-style-type: none"> Continuation of interventions with proven impact, including Reading and Maths 'Catch-Up' to ensure early 	<p>Inclusion Team as required, to intervene on basis of evidence and pupil progress outcomes.</p>	Accelerated pupil progress from starting points for cohorts and targeted pupils.	
			EYFS Provision:	
			Pupils	GLD
			PP	64.3
Non-PP	73.3			

- Deployment of TA's led and supported by the Deputy Headteacher and Inclusion Leader based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including:
- Toe-By-Toe: Targeted at pupils with specific literacy difficulties and dyslexia in KS1 and KS2
- Social Groups: Targeted at pupils in KS1 and KS2 with SLCN and Social Communication difficulties impacting on learning in core subjects.
- Colourful Semantics for pupils with lower than expected language and communication skills.
- 15 Minutes reading programme for pupils with specific literacy difficulties and struggling to read.
- Phonics Intervention for pupils who did not pass the national KS1 phonic test in Y1 and Y2.
- Maths interventions for pupils, including SEN pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support as described by Gibbons (1991): „The language of the playground is not the language associated with learning in mathematics“.
- Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia including read, write, inc.
- Booster interventions for targeted pupils in Year 6 (based on pupil data and fortnightly weekly teacher assessment).
- Maths support for groups of children across the school.
- Targeted Support for children in KS1 and KS2 not at expected levels (PP children)

Approx. Cost:
£100,000

All intervention groups made significant progress.
Progress

Pupils	R	W	M
Year1			
PP	4.9	4.8	4.5
Non PP	5.0	4.8	4.7
Year2			
PP	6.1	6.3	6.1
Non PP	6.1	6.1	6.0
Year3			
PP	5.7	5.4	6.1
Non PP	5.7	5.6	6.0
Year4			
PP	6.0	6.2	6.1
Non PP	6.1	5.9	6.0
Year5			
PP	6.7	6.5	7.1
Non PP	6.4	6.4	6.5
Year6			
PP	6.0	6.5	7.0
Non PP	6.2	7.0	6.6

Attainment at Expected

Pupils	R	W	M
Year1			
PP	85	88	91
Non PP	74	67	78
Year2			
PP	60	60	68
Non PP	88	85	85
Year3			
PP	82	67	78
Non PP	85	82	85
Year4			
PP	79	85	71
Non PP	83	77	74
Year5			
PP	45	36	42
Non PP	85	85	82
Year6			
PP	67	67	63
Non PP	86	93	97

<p>Minimising the impact of barriers to learning and promoting cultural capital</p>	<ul style="list-style-type: none"> Continued deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems. Investment in additional SHS support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils. Investment in Art therapist and Child and Adolescent Psychotherapist 	£40,500	<p>The continued use of the Learning Mentor across school in and out of class has ensured that although the school is full we are the calmest we have ever been. This allied to the excellent psychological support we provide to children and families has had a hugely positive impact on key vulnerable groups and their families. Our attendance in Summer 2016 stood at 96.3% which was the best it had been for three years – the investment in SHS and a more robust attendance process is beginning to pay dividends.</p>
	<ul style="list-style-type: none"> Development of strong targeted parents support programme 	£2,000	<p>Various learning based session have been run but we will need to create a more bespoke approach for hard to reach groups.</p>
	<ul style="list-style-type: none"> Home learning support club 	£1000	<p>This has worked well on a before school basis supporting children with the electronic home learning platforms we use.</p>
	<ul style="list-style-type: none"> Subsidy of school journey in Year 6 so that disadvantaged pupils are able to attend 	£10,000	<p>Opportunity to engage in wide range of enrichment experiences which has positive impact on pupils understanding of team-work and life skills (linked to expectation that they take on greater responsibility at school).</p>
	<ul style="list-style-type: none"> Making all school educational trips and experiences available to all pupils. 	£2,500	<p>All children across the school have been able to access the extensive educationally based trips we have offered to enrich the school's curriculum.</p>
	<ul style="list-style-type: none"> Growth Mindsets - CPD and training for whole staff to: help children become more willing and able to question, reason, construct arguments and collaborate with others. Support pupils to become more confident speaking publicly in groups and expressing their ideas, further enhancing pupil voice. encourage pupils to be critical, consider multiple perspectives and to think more deeply about a variety of issues and stimuli in such a way that will also support their learning in other subjects, such as in reading comprehension (the skills of inference and questioning author's intent) and when reasoning mathematically (considering a range of answers to a problem). 	£8,000	<p>This piece of work is still being embedded within the school but is beginning to have an attitudinal change with children who are prepared to set their own challenges and engage in greater effort across the school. School outcomes across the age range were all this year at national or above.</p>

	<ul style="list-style-type: none"> Continued investment in enrichment opportunities for the creative arts, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience of the arts. This includes teaching by music specialists for pupils across the school. 	£6,240	All pupils, including those in receipt of the Pupil Premium, learn and achieve well, through a broad, balanced and enriched curriculum. Engagement and standards of learning for are high - with narrowing disparities between PP and Non-PP pupils.
Estimated Pupil Premium Funding		£242,000	
Estimated / Projected Total Cost		£242,000	