



Pupil Premium Strategy 2016/17

Number on roll	Number of Eligible Pupils	Percentage Pupil Premium	Expected Pupil Premium Income
635	219	34.5%	£277, 200 (budget figure)

January 2017	Total	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
Early Years PP	11	11							
FSM Ever 6	205		14	20	28	41	39	31	32
LAC	0	0	0	0	0	0	0	0	0
CAC	3	0	0	0	0	2	0	0	1
Service Children	0	0	0	0	0	0	0	0	0

End of Key Stage 2 Outcomes (2015/16)					
	Subject	Disadvantaged		All	Difference
School Progress	Reading	-1.18		-0.84	-0.34
	Writing	+0.22		-0.24	+0.46
	Mathematics	-1.29		-1.00	-0.29
School Attainment	Reading	47%		41%	+6%
	Writing	72%		61%	+11%
	Mathematics	47%		47%	0
	R, W, M combined	31%		32%	-1%
National Attainment Comparison		School Disadvantaged		National Disadvantaged	School All
	Reading	47%		71%	41%
	Writing	72%		79%	61%
	Mathematics	47%		75%	47%
	R, W, M combined	31%		60%	32%

Barriers to future attainment (for pupils eligible for PP including high ability)

	Barrier	Planned Outcome	Success Criteria
In school	A. Many children eligible for PP in Early Years and KS1 have poor language and communication skills. 0% entered Nursery and Reception at ARE.	Early gaps in literacy skills are closed.	Attainment as measured by GLD and KS1 teacher assessment will be in line with non PP pupils in the areas of communication, reading and writing.
	B. Many children eligible for PP are affected by social, emotional and mental health issues. 11% are on the SEN register for SEMH and 58% are classed as vulnerable.	All children eligible for PP will be settled and secure in school. They will have their emotional needs met and will be happy and ready to engage and learn.	Behaviour for learning will improve. This will be evidenced by a reduction in the proportion of PP children involved in red card and red card+ incidents.
	C. A high proportion of children eligible for PP also have English as an Additional Language (36%).	The progress of EAL PP children will be at least in line with other PP children and other EAL children.	90%+ of EAL PP children will make at least expected progress in reading, writing and maths.
	D. The percentage of PP children attaining ARE and making and exceeding expected progress at the end of KS1 and KS2 is lower than other pupils nationally.	Rates of progress in reading, writing and maths for all PP pupils are improved.	80%+ of PP children will make at least expected progress in reading, writing and maths.
External	E. The attendance of PP pupils is lower than non PP pupils.	The attendance of PP pupils will rise, closing the gap with non-PP pupils.	Attendance for PP pupils will rise to 95.8%+.
	F. A number of children eligible for PP are impacted by family issues requiring support from external agencies. 58% are on the school's vulnerable register.	The capacity of families to parent well will be increased through early intervention; close working with agencies and additional in-school support.	The majority of families will engage with school in order to improve parenting capacity. Through effective partnership with parents and other agencies, families will be supported at CAF level reducing the need for engagement with safeguarding and CP teams.
	G. Financial restrictions which mean many PP pupils are not able to participate fully in school life.	All PP children will be able to participate fully in all aspects of school life.	100% participation in school trips. 100% uniform compliance.

Planned expenditure						
	Action/Approach	Evidence and/or Rationale	Planned Outcome	Evidence Base	Term	Staff Lead
Quality of teaching for all	Individual and small group support provided by a Teaching Assistant within lessons. C, D	Individual and small group work has been evidenced to provide moderate impact if planned to complement quality first teaching.	The attainment and progress gap between PP and non PP children will close.	Monitoring through planning and lesson observations.	Au Sp Su	SD
	Promotion of reading. Children will receive daily reading with an adult. Progress will be closely tracked using the Accelerated Reader program. D	When children read daily, their reading and confidence improves. If children can read well, this impacts positively on their learning across the curriculum. The time spent with them individually makes them feel valued and promotes reading as a positive and enjoyable experience. They are then more likely to choose to read independently.	The attainment and progress gap between PP and non PP children will close.	Data analysis. Scrutiny of reading diaries.	Sp Su	TH
	Staff CPD on effective teaching of phonics across EYFS and KS1. One to one and small group intervention to be implemented. A, D	One to one and small group intervention has been evidenced to have moderate impact if planned to complement quality first teaching.	The attainment gap between PP and non PP in the Year 1 phonics screening check will be closed.	Monitoring through lesson observations. Data analysis.	Au Sp Su	TH
	Implementation of Welcomm as an assessment tool to inform whole class teaching and one to one/small group support. A	Short regular teaching sessions well-matched to children's needs will support the development of children's speech, language and communication skills. One to one and small group precision teaching has been evidenced to provide moderate impact.	Attainment and progress of PP children in speech, language and communication will be at least in line with non PP children.	Monitoring through planning and lesson observations. Data analysis.	Sp Su	AT
	CPD for all staff on meeting children's social, emotional and behavioural needs. B	Emotional and behavioural issues are barriers to attainment and progress for many disadvantaged pupils.	Staff will have an improved understanding of social, emotional and behavioural issues in children. Staff will adopt a whole school approach in response to these.	Monitoring through lesson observations/professional discussions. Impact on groups and individuals will be evidenced in behaviour logs.	Au Sp	LL
	CPD for all staff on using independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching. D	National research has shown the effectiveness of these strategies to enhance quality first teaching approaches. Attainment and progress will be accelerated showing a high and moderate impact for low cost.	Increase in the number of PP children making expected or better progress and/or attaining greater depth in reading, writing and mathematics.	Monitoring through work scrutiny and lesson observations. Data analysis. Case studies for identified groups and individuals.	Su	FH

Planned expenditure						
	Action/Approach	Evidence and/or Rationale	Planned Outcome	Evidence Base	Term	Staff Lead
Targeted Support	Provide additional teaching from a specialist Teaching Assistant for children with early skills in English and all new arrivals to enable pre-learning and over-learning opportunities. C	Additional teaching and learning opportunities from specialist Teaching Assistants demonstrate moderate impact particularly when a structured, time-limited program is used.	PP EAL children will make expected progress in reading, writing and maths over-time (initially against individual targets).	Assessment using the Newly Arrived Toolkit to establish a baseline, identify targets and measure progress.	Au Sp Su	AT
	Additional teaching and learning opportunities for children in Year 6, including additional teaching and learning opportunities for more able pupils. D	Additional teaching and learning opportunities from teachers and Teaching Assistants demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited program is used.	Attainment at ARE will rise. An increased proportion of children will make and exceed expected progress. An increased proportion of children will achieve 'greater depth'.	Pupil attainment and progress will be monitored at half-termly intervals.	Au Sp	VM FH
	One to one and small group work with the Learning Mentor and Children and Family Liaison Worker to provide nurture and social/emotional support. B, F	Emotional and mental health issues are barriers to attainment and progress for some children.	Behaviour for learning will improve. Children will learn effective strategies to manage their emotions in a controlled and appropriate way.	Impact will be evidenced through behaviour logs and intervention charts.	Au Sp Su	SD LL CH
	Implementation of strategies to improve the attendance of PP children and reduce rates of PA for this group. E, F	When children attend school regularly and without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership of their learning and are more confident.	Attendance for PP pupils will rise to 95.8%+. PA will reduce to below 9%.	Attendance tracking.	Au Sp Su	SD NS
	All PP children will receive a subsidy for each school visit to reduce costs for parents (£5 per half-term). For families that still cannot afford this amount, a full subsidy will be offered. Uniform subsidy. G	Research has shown that a lack of cultural capital can impact on capacity to learn and understand through a lack of varied life experiences.	100% of children will attend all school trips. 100% of children will wear full school uniform, including shoes.	Participation in school trips will be logged and tracked.	Au Sp Su	SD

Planned expenditure						
	Action/Approach	Evidence and/or Rationale	Planned Outcome	Evidence Base	Term	Staff Lead
Other Approaches	Children and Family Team to support families through early intervention including one to one and small group parenting advice, including the Positive Parenting Course. F	Research has demonstrated that children make good progress in school when they are supported by an effective family network which provides good quality parenting and ensures that physical and emotional needs are met.	Effective relationships will be established with all families requiring additional support in order to enhance engagement with school and parenting capacity.	Evaluation of parent and pupil voice questionnaires. The outcome of all out-reach and intervention work will be evaluated by the Pastoral and Safeguarding Manager.	Au Sp Su	CH
	Provision of subsidised/free breakfast club to encourage good punctuality and attendance and support in meeting children's physical needs. E, F, G	Many PP children arrive at school late and/or not having eaten breakfast. Attendance of PP children is below that of other children.	Children will be in school and ready to learn each day.	Attendance and punctuality tracking. Behaviour logs.	Au Sp Su	SD
	Provision of professional counselling for PP children who are identified as being particularly vulnerable and/or have high level social and emotional difficulties. B, F	Emotional and mental health issues are barriers to attainment and progress for some children.	Children will learn effective strategies to manage their emotions in a controlled and appropriate way.	Behaviour logs. Feedback from counselling service.	Au Sp Su	SD LL CH
	Use of external agencies to provide specialist support and intervention for targeted groups of underachieving PP children, e.g. Speech and Language Therapist, interpreters. A, C	Identified children have specific needs and/or gaps in their learning which are barriers to them making greater progress and/or attaining ARE.	Gaps in learning for targeted children will be closed, resulting in improved attainment and progress.	Data analysis, including monthly tracking of the impact of specific interventions.	Au Sp Su	SD LL AT

Disadvantaged Pupil Profile – January 2017

[illegible]