



Pupil Premium Strategy 2017/18

Number on roll	Number of Eligible Pupils	Percentage Pupil Premium	Expected Pupil Premium Income
631	195	30.9%	£244,200

January 2017	Total	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
Early Years PP	26	7	19						
FSM Ever 6	188		19	12	21	28	36	39	32
LAC	3	0	0	0	0	1	1	0	1
CAC	2	0	0	0	0	0	2	0	0
Service Children	0	0	0	0	0	0	0	0	0

End of Key Stage 2 Outcomes (2016/17)					
	Subject	Disadvantaged		All	Difference
School Progress	Reading	-0.33		0.33	-0.66
	Writing	+0.12		0.17	-0.05
	Mathematics	-0.71		0.28	-0.99
School Attainment	Reading	48%		58%	-10%
	Writing	64%		68%	-4%
	Mathematics	52%		62%	-10%
	R, W, M combined	36%		46%	-10%
National Attainment Comparison		School Disadvantaged		National Disadvantaged	School All
	Reading	48%		60%	63%
	Writing	64%		65%	73%
	Mathematics	52%		63%	65%
	R, W, M combined	36%		47%	49%
					National All
	Reading				71%
	Writing				76%
	Mathematics				75%
	R, W, M combined				61%

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. 30% are on the SEN register and 70% 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 (25%).	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 95.2%+.
	F. A number of children eligible for PP are impacted by family issues requiring support from external agencies. 70% 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. 100% access to school clubs

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
	Development of mathematical skills. RM Easimaths will be used to specifically target underperforming groups with specific emphasis on the Disadvantaged group. D	Evidence has shown that where the program is used consistently children make accelerated progress in maths	The attainment and progress gap between PP and non PP children will close.	Data analysis Work trawls Test outcomes Pupil voice and confidence	Au Sp Su	SM
	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

	<p>Further development of Welcomm as an assessment tool to inform whole class teaching and one to one/small group support.</p> <p>A</p>	<p>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.</p>	<p>Attainment and progress of PP children in speech, language and communication will be at least in line with non PP children.</p>	<p>Monitoring through planning and lesson observations.</p> <p>Data analysis.</p>	<p>Sp Su</p>	<p>AT</p>
	<p>CPD for all staff on meeting children's social, emotional and behavioural needs.</p> <p>B</p>	<p>Emotional and behavioural issues are barriers to attainment and progress for many disadvantaged pupils.</p>	<p>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.</p>	<p>Monitoring through lesson observations/professional discussions. Impact on groups and individuals will be evidenced in behaviour logs.</p>	<p>Au Sp</p>	<p>LL</p>
	<p>CPD for all staff on using independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching.</p> <p>D</p>	<p>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.</p>	<p>Increase in the number of PP children making expected or better progress and/or attaining greater depth in reading, writing and mathematics.</p>	<p>Monitoring through work scrutiny and lesson observations.</p> <p>Data analysis.</p> <p>Case studies for identified groups and individuals.</p>	<p>Su</p>	<p>SM SE KS DW</p>

Planned expenditure						
	Action/Approach	Evidence and/or Rationale	Planned Outcome	Evidence Base	Term	Staff Lead
Targeted support	Additional teaching and learning opportunities for children in Year 6, including additional teaching and learning opportunities for more able pupils and online learning programs. 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	NS SM SE
	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 95.2%+. 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 - £15 shoe voucher and half price uniform. 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

	<p>Implementation of reading interventions in the form of Little Listeners and Beanstalk for those who don't have a love for reading; who aren't reading regularly at home who have social and emotional needs.</p> <p>A, B, D</p>	<p>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.</p>	<p>The attainment and progress gap between PP and non PP children will close.</p> <p>Social and emotional wellbeing of these children will increase.</p>	<p>Pupil attainment and progress will be monitored at half-termly intervals.</p> <p>Pupil voice will show an improvement in attitude to reading.</p>	<p>Au Sp Su</p>	<p>SD TH</p>
--	---	---	--	--	-------------------------	------------------

Disadvantaged Pupil Profile – January 2018

	School	YN	YR	1	2	3	4	5	6
No on roll	195	7	19	12	21	28	36	39	32
No of Boys	91	4	6	5	10	18	18	18	11
% Boys	47	58	32	42	50	64	50	46	34
No of Girls	108	3	13	7	11	15	18	21	21
% Girls	56	42	68	58	50	54	50	54	66
No of Ethnic Minority (not WB)	66	3	7	0	5	8	16	13	14
% of Ethnic Minority (not WB)	34	42	37	0	25	29	44	33	44
No of EAL	48	3	6	0	5	4	10	7	13
% EAL	24	42	32	0	25	14	28	18	41
No of SEND	45	1	4	2	2	10	13	9	4
% SEND	24	14	21	17	10	36	36	23	13
No of Vulnerable Children	118	3	18	10	8	21	19	22	16
% Vulnerable Children	61	42%	95	83	40	75	53	56	50
% Attendance	93.71	83.33	91.52	95.77	94.12	91.13	93.85	94.35	95.24
% Persistent Absence	23%	100%	36.84%	-	20%	35.71%	30.55%	15.38%	12.5%
KS2 Low Attaining (KS1 APS)						13	14	9	8
KS2 Middle Attaining (KS1 APS)						12	22	22	17
KS2 High Attaining (KS1 APS)						3	-	6	3
KS2 No Prior Attainment						-	-	2	4

