



## **Pupil Premium Strategy Statement 2017 - 2018**

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### **Policy for Pupil Premium**

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Our school aim is for all children to be successful learners and we intend to eliminate all barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made to those who belong to vulnerable groups, including those who are socially disadvantaged.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been in care or 'looked after' continuously for more than six months. From 2012-13 this also included pupils eligible for FSM at any point in the last six years, three years for us as an infant school (known as the Ever 6 FSM measure).

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged will be eligible for free school meals.

Pupil Premium funding is allocated following regular analysis of pupil progress. Targeted provision is given to those in need of additional support, aimed at accelerating progress and narrowing the gap for socially disadvantaged pupils. This may include small group work, 1:1 support or additional teaching and learning opportunities.

During a Governors' Children and Learning meeting, we discussed what was being done by the school to support disadvantaged children. It was agreed that the needs of this group are wide and varied and therefore children need individual plans. Laura Sharkey was given release time to be able to facilitate this with class teachers; her input included analysing data and 1 to 1 meetings with staff.

## Pupil premium grant expenditure and impact

<b>Number of pupils and pupil premium grant received</b>			
	15/16	16/17	17/18
Total number of pupils on roll	269	267	268
Total number of pupils eligible for FSM	16	9	10
Total number of pupils eligible for LAC and PLAC	0	1	2
Total number of pupils that we received Pupil Premium Grant (including Ever 6)	16	15	14
Percentage of children eligible for Pupil Premium Grant	5.9%	5.2%	5.2%
Amount of Pupil Premium Grant received per pupil for FSM	£1320	£1320	£1320
Amount of Pupil Premium Grant received per pupil for LAC/PLAC	£1900	£1900	£1900
<b>Total amount of Pupil Premium Grant received</b>	<b>£23760</b>	<b>£21700</b>	<b>£22280</b>
<b>Curriculum focus of PPG spending 2016/17</b>			
<p>During the academic year 2016-2017, the following percentages of eligible children benefitted from additional support using Pupil Premium Funding:</p> <ul style="list-style-type: none"> <li>○ 100% of children benefitted from targeted teaching and feedback</li> <li>○ 29% of children benefitted from speech and language support</li> <li>○ 71% of children benefitted from phonics support</li> <li>○ 100% of children benefitted from reading support</li> <li>○ 57% of children benefitted from small interventions for English</li> <li>○ 57% of children benefitted from small interventions for Maths</li> <li>○ 14% of children benefitted from Lego therapy</li> <li>○ 100% of children benefitted from curriculum enhancement</li> </ul>			

## Measuring the impact of PPG spending 2016/17

The majority of children benefitted from at least two interventions. Evaluation will focus on academic gains and how pupil's self-confidence and esteem has developed as a consequence of the intervention.

Early Years Data shows good progress for our disadvantaged group. End of KS1 results for 2016-17 show that 100% of children made expected or better than expected progress.

The children in Early Years gained confidence and were more willing to engage in the curriculum by the end of the year.

2016/2017	Number of children In each year	Number of children reaching GLD/EYES			Percentage of children reaching GLD/EYES		
		Reading	Writing	Maths	Reading	Writing	Maths
Early Years	3*	1	1	2	33%	33%	66%
Year 1	7*	2	2	2	29%	29%	29%
Year 2	5*	2	2	3	40%	40%	60%

\* Please note that some of these children have complex needs

## Barriers to future attainment 2017-2018

(for Pupils eligible for PP, including high achieving)

### In School barriers to learning

**A** Emotional difficulties leading to low self-esteem and lack of resilience

**B** Learning difficulties

### External Barriers to learning (issues which also require action outside school, such as low attendance)

**C** Challenging behaviours at home

**D** Family disruption at home

**E** Attendance

<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A</b>	<b>To improve children's self image and their view of themselves as learners and to be emotionally resilient</b>	<b>Children will be motivated to learn</b>
<b>B</b>	<b>To improve reading, writing and maths attainment and progress in order that children make accelerated progress</b>	<b>Achieve personal targets</b>
<b>C + D</b>	<b>Teachers and TA support of families means a reduction in challenging behaviours at home</b>	<b>Stability at home allows the children to focus on their learning</b>
<b>E</b>	<b>To improve some families attendance in school</b>	<b>Higher attendance will ensure continuity of learning</b>

<b>Planned Expenditure 2017-2018</b>					
The three tables below demonstrate how the school is using the pupil premium grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality Teaching for all					
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Increased staff confidence in delivering targeted teaching	Wednesday meetings moderations and work scrutiny Pupil Progress meetings Individual feedback and modelling of feedback	Dialogue with the teachers shows most impact on moving children's learning forward	Monitoring during pupil progress meetings, learning walks and observations	LE EC	termly
Increase feedback to children	Targeted feedback once a week where feedback is given individually. Time given to ensure children are aware of their next steps and the strengths in their learning in order to move on.	So children are aware of their next steps and individual targets in order to improve their learning. Improvement of children's reasoning skills	Pupil voice and through discussions with children. Evidence of response from children in books- evidence of editing and improving.	EC	termly
				Cost	£2200
Targeted Support					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children's phonic and number skills improve	TAs leading interventions with small groups of children following planning by teachers	A specific time related session show children move their learning forward in little steps	Progress is accelerated for children Progress is accelerated for children who have had reading support in reception and year one.	RW EC	termly
Children's progress in phonics is accelerated	Teacher to lead interventions - Wordbusters Phonic Busters	Specific time related session show children move their learning forward in	The number of children who pass the phonics screening check in year one will be above national standards for PP children.	LE	Half termly

		little steps	Progress is accelerated for children who have had reading support in reception and year one.		
Children's reading improves through practice	Increased one to one reads for children in school, particularly for those who don't read frequently at home	Frequent reading practice improves reading skills	Reading progress for children is accelerated	LE	termly
				Cost	£20608
Other Approaches					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure the children can take part in the whole school curriculum without impacting financially on the family	School visits, funding for the children to attend the school visits at no extra cost to the school or other pupils	It supports the family for whom finance is already a concern	Rachel Cadey and Class teachers to support parents during this process	RC	Yearly
	Funding to support the school uniform, buying of school bags	It supports the family for whom finance is already a concern	Rachel Cadey to use green admittance form as evidence	RC	Yearly
	Funding to support some external club provision	We know some children don't experience activities outside of the school day	Class teacher to highlight to EC if they think this would support the child's learning	RC	yearly
				Cost	£480
Total Cost <b>£23288</b>					