



## Pupil Premium Strategy 2016/17

### 2016-2017 Allocation

| Number of pupils and pupil premium grant (PPG) received  |  |           |
|--|--|-----------|
|  | 2015/2016  | 2016/17   |
| Total number of pupils on roll (not inc Nursery)   | 883  | 892       |
| Total number of pupils eligible for PPG  | 312 (35%)  | 283 (32%) |
| Amount of PPG received per pupil   | £1320  | £1320     |
| Total amount of PPG received   | £411840  | £373560   |
| Date of last Pupil Premium Review: July 2016   | Planned date of next review: Dec 2016 (interim review) |           |
| <b>Barriers (Outcomes from Pupil Premium Review):</b> <ol style="list-style-type: none"> <li>1. Poor attendance</li> <li>2. Lack of parental involvement</li> <li>3. Early interventions need to be tightened to ensure that individual needs are identified at the earliest possible and key pupils are targeted as soon as.</li> <li>4. Monitoring systems need to be strengthened to track progress of identified disadvantaged pupils.</li> </ol>                          |  |           |
| <b>Desired Outcomes:</b> <ol style="list-style-type: none"> <li>1. To improve the attendance of our disadvantaged pupils (identified group).</li> <li>2. Key strategies in place to ensure individual needs are addressed so that the gap between our most able disadvantaged pupils and others nationally is diminished.</li> <li>3. Parents more involved in their child's education by attending workshops run by the school and regular meetings with teachers.</li> </ol> |  |           |
| <b>Strategy:</b><br><br>Most of the actions implemented in 2015/16 are still on-going, find below the new provisions for 2016-17   |  |           |

| Provisions                                   | Target Group                             | Success Criteria-<br>How the impact<br>will be measured   | Monitoring/Actions   | Who/When  | Cost   |
|--|--|---|--|---|--------|
| <b>HLTA to deliver Reading interventions</b> | All disadvantaged KS1 pupils             | The intervention is aimed at struggling readers from Years 1 and 2 who need a helping hand to achieve appropriate levels for their age. These pupils will get back on track with reading skills and enjoyment so that they can catch up with their peers and make continued progress. | This includes children who have had problems with the Year 1 phonics screening check and children whose reading is still not fully secure at the transition from Year 2 to Year 3.<br><br>RWI/<br>Literacy coordinators to oversee   | HLTA<br><br>Ongoing and weekly progress checks                  | £25130 |
| <b>ETSA Year 5 Creative Writing Retreat</b>  | Year 5 Most Able disadvantaged pupils    | Outcomes for our most able disadvantaged pupils will be raised through wider curriculum opportunities.<br><br>This residential visit is designed to let pupils explore the great outdoors and to spend four days developing their creative writing through poetry.                    | Pupils will be writing and creating videos thus widening their imagination.  | Yr 5 teacher/AHT<br>Yr 5&6, DHT, Most Able lead<br><br>Nov 2016 | £5350  |
| <b>Reading book club</b>                     | Years 2-6 Most able disadvantaged pupils | After school opening times for our pupils to borrow books and have reading sessions with teachers/TA 3 times a week.  | Pupils will enjoy Reading for pleasure and enjoyment. The library provides them with opportunities to read a wide range of genres and publications, and includes both fiction and non-fiction. Most able disadvantaged pupils to make good or better progress in reading and on track to exceed end of year targets. | Literacy coordinator/Librarian to oversee<br><br>Half Termly    | £7650  |

|  |  |   |  |   |               |
|--|--|---|--|---|---------------|
| <p><b>Inter-School Borough competitions.</b></p> | <p>Most Able disadvantaged pupils in each class x6</p> | <p>Teachers' appraisal strengthened to include the most able disadvantaged pupils. Pupils will make at least expected progress from individual starting point-clear focus from class teachers on these pupils starting points and gaps. Pupils will be named on planning to ensure differentiation and impact measured termly.</p>  | <p>AHT for each phase to plan with year leaders/teachers/EAs to ensure a clear focus on this group in planning. Impact reviewed termly in pupil progress meetings. Wider curriculum opportunities:</p> <ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Debate Mate</li> <li>• Art Most Able club</li> <li>• Brilliant Club</li> </ul> | <p>AHT for KS1,LKS2,UKS2 Teachers Ongoing and half termly progress checks</p>                                 | <p>£2430</p>  |
| <p><b>Curriculum Enrichment Activities</b></p>   | <p>Years 3- 6</p>                                      | <p>We've identified our most able pupils who are eligible for PP as underperforming at the end of KS2. Therefore, extra-curricular programme to offer experience outside of the classroom to all children.</p> <p>PE competitions-PE coach</p> <p>Oracy competitions-Drama teacher</p> <p>Chess- higher ability children are chosen to compete in local competitions.</p> <p>Additional music lessons for children gifted at music, also take part in choirs that go to Royal Festival Hall.</p> <p>RE coordinator to run a spiritual art class for those gifted at art and DT.</p> | <p>All children should make better than expected progress from KS1 to KS2.</p> <p>Most Able Lead to track and monitor the pupils' progress-Most able FSM pupils to achieve Exceeding at the end of Year 6.</p>   | <p>Most Able Lead AHTs/Year Leaders Specialist teachers: Music Lead Art Lead RE Lead PE Coach Half Termly</p> | <p>£72000</p> |

|                                |                                    |   |   |  |        |
|--------------------------------|------------------------------------|---|---|--|--------|
| <b>SEND pupils support</b>     | Year 3 disadvantaged/ SEND pupils. | Supply teacher appointed so that provision is more tightly matched to need. Disadvantaged SEND pupils will make better than expected progress as a result of targeted provision | Supply teacher will be planning with Yr 3/4 AHT – impact measures to drive provision.<br><br>AHT/SENCO will be accountable for outcomes and provision through clear monitoring of pupils' progress. | Supply Teacher<br>SENCO<br>AHT Year 3/4<br><br>Ongoing and half termly progress checks | £23000 |
| <b>Reducing in group sizes</b> | Years 4, 5 and Year 6.             | Smaller groups in Year 5 and Year 6 –literacy and numeracy.<br>Increase teacher to pupil ratio in order to increase impact of Quality first teaching                            | To increase the % of pupils achieving or exceeding the age expected levels in English and Maths/Reading and Writing.<br>Phase leaders/Assessment Coordinator to oversee.                            | AHTs LKS2, UKS2<br>Set teachers<br>SENCO<br>Ongoing and half termly progress checks    | £59150 |
| <b>SEND Pupil Provision.</b>   | Whole school                       | Enriching extra-curricular sessions for additional needs children, ie.Soft play, Swimming, Horse riding opportunities   | More opportunities for all our pupils to widen their experiences and skills in the wider world.   | SEND Manager<br>1:1 TAs<br>Termly  | £3000  |

|  |   |   |  |   |               |
|--|---|---|--|---|---------------|
| <p><b>Intervention groups</b></p>                              | <p>Years 3-6<br/>Disadvantaged pupils<br/>Years 3,4,5</p> | <p>Daily boosters in reading and maths.<br/>Pre teaching and same day 1:1 intervention(with TA) with a stronger focus on impact so that disadvantaged pupils will make similar or better progress in year compared to other pupils.</p> | <p>Phase Leaders/Year leaders will be accountable for input from TAs, oversee interventions within their phase and impact measures will drive provision.<br/><br/>TAs will be given for planning with phase/year leaders to ensure the needs of underperforming disadvantaged pupils are being met.<br/><br/>Assessment Lead to have meetings with phase leaders to track progress.<br/><br/>Phase Leaders/Assessment Lead to oversee.</p> | <p>AHTs/Year Leaders<br/><br/>TAs<br/>Teachers<br/><br/>Ongoing and half termly progress checks</p> | <p>£4200</p>  |
| <p><b>Fresh start to be widened to include Years 3,4,5</b></p> |   | <p>Specific booster groups and Fresh start program established in Years 3, 4, 5.</p>  | <p>Pupils will be able to use the catch up interventions to make accelerated progress – diminish the attainment gap with peers.<br/><br/>Phase Leaders/Assessment coordinator to monitor progress.</p>   |   | <p>£3000</p>  |
| <p><b>After School one to one tuition</b></p>                  | <p>Year 6 disadvantaged pupils</p>                        | <p>Pupils who are underperforming will be given extra tuition sessions to diminish the gaps. Tuition will be led by SLT.<br/>To target pupils who have made inadequate progress from KS1.</p>   | <p>To increase the % of pupils making expected progress in reading, writing and maths.<br/><br/>Assessment coordinator and Phase leader to track and monitor progress.</p>   | <p>AHTs<br/>spring term</p>   | <p>£28000</p> |

|  |  |  |  |  |               |
|--|--|--|--|--|---------------|
| <p><b>Family learning opportunities to raise aspirations of families and children.</b></p> | <p>Whole school-disadvantaged pupils</p> | <p>Maths workshops-The workshops are focused on parents and their numeracy skills, general approaches to encourage parents to support their children to do mathematics.</p>  | <p>Reducing educational gap in the progress and attainment of children in need against their peer group.<br/><br/>Maths coordinator/RWInc leader/Phase leaders to oversee.</p> | <p>AHTs EYFS<br/>Year leader EYFs<br/><br/>Ongoing and termly.</p> | <p>£3800</p>  |
| <p><b>Develop provision in EYFS</b></p>  |  | <p>RWI workshops for EYFS/Year 1.<br/>Phonics workshops for parents so that they can support their children in the development of early reading skills. Free resources will be given to the disadvantaged pupils to ensure the gap between the disadvantaged pupils and their peers is diminished.</p> | <p>Reducing educational gap in the progress and attainment of children in need against their peer group.</p>   | <p>AHTs EYFS<br/>Year leader EYFs<br/><br/>Ongoing and termly</p>  | <p>£4500</p>  |
| <p><b>Fund Speech Language therapists 2 days p.w.</b></p>                                  | <p>EYFS disadvantaged pupils</p>         | <p>Audit and train staff in terms of box clever session in EYFS &amp; communication friendly classrooms throughout the school.</p>   | <p>To monitor &amp; support identification of EYFS issues and colourful semantics in LKS2 and key targeted SEN children.</p>   | <p>EYFS AHT<br/>Speech Therapist<br/>SEND Manager</p>              | <p>£6500</p>  |
| <p><b>To develop independent learning and to foster thinking skills through drama.</b></p> | <p>Whole school</p>                      | <p>Specialist drama teacher hired which will help pupils to discover and nurture new talents.<br/>Introduce P4C across the school and daily 'thunks.'</p>  | <p>Boost of confidence in all our pupils to speak clearly and confidently.<br/>Create independent opportunities for children to articulate their thoughts and opinions.</p>    | <p>Drama teacher<br/>DHT</p>                                       | <p>£33500</p> |

|  |                          |   |  |  |        |
|--|--------------------------|---|--|--|--------|
| <b>To improve attendance of key groups</b>             | All disadvantaged pupils | There will continue to be sharp and consistent tracking of attendance and punctuality of disadvantaged pupils. Attendance of targeted pupils will improve; there will be no persistent absentees. | Teachers and Attendance Officer to review attendance/punctuality of vulnerable pupils and actions taken straight away.<br><br>Actions: Teachers and Attendance Officer to proactively engage with parents/carers re attendance/punctuality both formally and informally. Persistent absentees raised at pupil progress meetings. | Attendance Officer<br>DHT<br>Class teachers<br><br>Ongoing & Half Termly Pupil progress meetings | £30150 |
| <b>To provide enrichment activities at lunchtimes.</b> | Whole school             | Investment in playground equipment to make playtime active, challenging and above all fun   | Less behavioural problems at playtimes hence children calmer in lessons.   | Learning mentors<br>AHT-Behaviour<br>DHT   | £62200 |

### Reporting

The Head teacher and assessment leader will produce annual reports for the Governors' curriculum committee on: the progress made towards narrowing the gap by year group, for socially disadvantaged pupils, an outline of the provision, an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the schools website.