



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 2017	Planned date of next review: Dec 2017	
Barriers (Outcomes from Pupil Premium Review): <ol style="list-style-type: none"> 1. Poor attendance and punctuality 2. Lack of parental involvement 3. Monitoring system not fully embedded. 		
Desired Outcomes: <ol style="list-style-type: none"> 1. To improve the attendance of our disadvantaged pupils (identified group) to be at or above national level. 2. To ensure individual needs are addressed sooner so that the gap between our most able disadvantaged pupils and others nationally is diminished. 3. Parents are able to support their children more effectively. 		

Provisions	Target Group	Success Criteria- How the impact will be measured	Monitoring/Actions	Who/When	Evaluated Pupil Premium
HLTA to deliver Reading interventions in the afternoons daily.	All disadvantaged KS1 pupils	The intervention is aimed at struggling readers from Years 1 and 2 who need support to achieve expected standard. 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.	HLTA Ongoing and weekly progress checks RWI/Literacy coordinators to oversee	KS1 results above national in all three areas (read, write, maths) 95% passed the phonics screening check.
ETSA Year 5 Creative Writing Retreat	Year 5 Most Able disadvantaged pupils	Outcomes for our most able disadvantaged pupils will be raised through wider curriculum opportunities. 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 Yr 5&6, DHT Nov 2016	70% of pupils who are eligible for pupil premium in Year 5 reached ARE in writing.

Reading book club	Years 2-6 Most able disadvantaged pupils	After school opening times of school library for our pupils to borrow books and have reading sessions with teachers/TA 3 times a week.	Pupils will enjoy Reading for pleasure. 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 Half Termly	The % of children achieving age expected levels in reading has gone up across the school. For example, at the end of KS1 we have 83% meeting EOY. KS2- 79% of our pupils achieved EOY expectations compared to 73% Newham. Children enjoy using the library on a regular basis and are more confident to talk through their favourite books
Inter-School Borough competitions.	Most Able disadvantaged pupils in each class x6	Teachers' appraisal to include the most able disadvantaged pupils as a focus group. Pupils will make good 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.	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: <ul style="list-style-type: none"> • Spelling Bee • Debate Mate • Art Most Able club • Brilliant Club 	AHT for KS1,LKS2, UKS2 Teachers Ongoing and half termly progress checks	We won the Spelling bee. 79% of pupils met the expected standard (combined) at the end of KS2.

Curriculum enrichment activities	Yr 3-Yr 6	<p>Extra-curricular programme to offer experience outside of the classroom to all children.</p> <p>Sports competitions-PE coach</p> <p>Oracy competition-Drama teacher</p> <p>Chess Club- higher ability children are chosen to compete in local competitions.</p> <p>Additional music lessons for children gifted in music to go to Royal Festival Hall for Young Voices.</p>	<p>All children should make at least good 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</p> <p>AHTs/Year Leaders</p> <p>Specialist teachers:</p> <p>Music Lead</p> <p>Art Lead</p> <p>RE Lead</p> <p>PE Coach</p> <p>Half Termly</p>	<p>% of pupils meeting writing at both KS1 and KS2 are above national.</p> <p>The % of pupils achieving higher standard at the end of KS2 has increased from 6% combined to 17% combined.</p>
SEND pupils support	Year 3 disadvantaged/ SEND pupils.	<p>Additional teacher appointed so that provision is more tightly matched to need.</p> <p>Disadvantaged SEND pupils will make better than expected progress as a result of targeted provision</p>	<p>Additional teacher will be planning with Yr 3/4 AHT – impact measures to drive provision.</p> <p>AHT/SENCO will be accountable for outcomes and provision through clear monitoring of pupils' progress.</p>	<p>Additional teacher</p> <p>SENCO</p> <p>AHT Year 3/4</p> <p>Ongoing and half termly progress checks</p>	<p>Pupils have made good progress from their starting points.</p>

Reducing in group sizes	Years 4, 5 and Year 6.	Smaller groups in Year 5 and Year 6 –literacy and numeracy. 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. Phase leaders/Assessment Coordinator to oversee.	AHTs LKS2, UKS2 Set teachers SENCO Ongoing and half termly progress checks	By reducing the number of pupils in a class it improved the quality of teaching and learning as teachers were able to increase the amount of high quality feedback or one to one attention learners receive. Hence the % of children achieving a standardized score of 100+ increased to 75% in reading and 91% in writing and maths(July 2016).
SEND pupil provision.	Whole school	Enriching extra-curricular sessions for pupils with additional needs 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 1:1 TAs Termly	SEND pupils have made good progress from their different starting points.

<p>Intervention groups</p> <p>Fresh start to be widened to include Years 3,4,5</p>	<p>Years 3-6</p> <p>Disadvantaged pupils</p> <p>Years 3,4,5</p>	<p>Daily boosters in reading and maths.</p> <p>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>Specific booster groups and Fresh start program established in Years 3,4,5.</p>	<p>Phase Leaders/Year leaders will be accountable for input from TAs, oversee interventions within their phase and impact measures will drive provision.</p> <p>TAs will be given for planning with phase/year leaders to ensure the needs of underperforming disadvantaged pupils are being met.</p> <p>Assessment Lead to have meetings with phase leaders to track progress.</p> <p>Phase Leaders/Assessment Lead to oversee.</p> <p>Pupils will be able to use the catch up interventions to make accelerated progress –diminish the attainment gap with peers.</p> <p>Phase Leaders/Assessment coordinator to monitor progress.</p>	<p>AHTs/Year Leaders</p> <p>TAs</p> <p>Teachers</p> <p>Ongoing and half termly progress checks</p>	<p>The children highlighted as underachieving at the beginning of the year were attending the interventions listed and all the children made good progress in their reading, writing and maths from their different starting points.</p>
<p>After School one to one tuition</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.</p> <p>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.</p> <p>Assessment coordinator and Phase leader to track and monitor progress.</p>	<p>AHTs</p> <p>spring term</p>	<p>79% achieve combined in R/W/M.</p>
<p>Family learning opportunities to raise aspirations of families and children.</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.</p> <p>Maths coordinator/RWInc leader/Phase leaders to oversee.</p>	<p>AHTs</p> <p>EYFS</p> <p>Year leader</p> <p>EYFs</p> <p>Ongoing and termly.</p>	<p>85%of pupils who are eligible for PP achieved expected standard in KS1</p> <p>89% of pupils who are eligible for Pupil Premium achieved expected at the end of KS2</p>

Develop provision in EYFS		RWI workshops for EYFS/Year 1. 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.	Reducing educational gap in the progress and attainment of children in need against their peer group.	AHTs EYFS Year leader EYFs Ongoing and termly	75% of EY achieve expected at the end of EYFS 83% achieve expected in reading at the end of KS1 95% of Year 1 pupils pass the Phonics Screening Check
Speech Language therapists 2 days p.w.	EYFS disadvantaged pupils	Audit and train staff in terms of box clever session in EYFS & communication friendly classrooms throughout the school.	To monitor & support identification of EYFS issues and colourful semantics in LKS2 and key targeted SEN children.	EYFS AHT Speech Therapist SEND Manager	85% of our EY pupils achieved expected or above in Communication and language and 71% achieve GLD compared to 68% last academic year.
To develop independent learning and to foster thinking skills through drama.	Whole school	Specialist drama teacher to support pupils. Introduce P4C across the school and daily 'thunks.'	Increase in confidence of pupils to speak clearly and confidently. Create independent opportunities for children to articulate their thoughts and opinions.	Drama teacher DHT	Pupils more confident to share their views pupils took part in inter school drama competition and also a group of Year 5 pupils are doing Shakespeare.
To improve attendance of key groups	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. 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 DHT Class teachers Ongoing & Half Termly Pupil progress meetings	Our attendance data has gone up to 96%

To provide enrichment activities at lunchtimes.	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 AHT- Behaviour DHT	Sanction log shows a decrease in the number of incidents in the playground
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Reporting

The Headteacher 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.