



Pupil Premium Strategy

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. According to the Department for Education (DfE), this includes pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel.

All schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported.

Details of Funding 2016/2017

Section 1 Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll - Reception to Year 6	68
Total numbers of pupils eligible for PP @ £1,320 each	36
Total numbers of pupils eligible for PP with special guardianship @£1900	2
Total numbers of service children @ £300 each	0
Total amount received	£51,320
Date of most recent PP review	11 th September 2017

Section 2 Current Attainment 2015 - 2016												
Year 1 Phonics achieved standard				(NA= National Average)	Year 2				Year 6			
PP	Not PP	NA PP	NA Not PP		PP	Not PP	NA PP	Not PP NA	PP	Non PP	NA PP	Not PP NA
5	7			No. of children	6	2			8	8		
60%	71%	70%	83%	RWM	50%	100%			12.5%	50%	39%	59%
				R	50%	100%	62%	78%	38%	63%	53%	71%
				W	50%	100%	53%	70%	63%	88%	64%	78%
				M	66.7%	100%	69%	77%	13%	63%	58%	75%

Section 3 Barriers to future attainment for pupil eligible for Pupil Premium		
In-school barriers		
A	Undeveloped phonics skills in KS1, particularly for pupils entitled to PPG	
B	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas	
External barriers		
C	Emotional well-being and anxiety issues are barriers to learning (particularly for PP); this impacts on children's ability to engage and therefore has a detrimental effect on academic progress	
D	Attendance is a problem with a small number of PP children – they are persistently absent – and this impacts on learning	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children	Increase % achieving expected standard at the end of Y1
B	To raise attainment in maths, writing and reading in line with peers	Gap between PP and Non PP diminishes
C	To nurture and support children to help to remove their barriers to learning	Children able to engage in their learning
D	Children's attendance improves and they are no longer classed as persistently absent	Children's attendance increases and is above 92%



Section 4			
Record of PPG spending – Completed, on-going or planned			
Support	Cost	Objective	Predicted Outcome / Impact
Support staff	£27,518	Individual support for Pupil Premium pupils – Y1-2	<p>Impact</p> <p>Key Stage 1</p> <p>Gap between PP and non PP has diminished with Reading and Writing – reduced by 7 % in reading and 23% in writing. The gap in Maths has grown by 10%.</p> <p>However, at GD the PP children out performed the non PP and this is a significant improvement on previous year (no PP achieved GD in any area last year).</p> <p>PP children who did not achieve the expected level were below or well below expected at the end of EY but did make progress relative to their starting points.</p>
Teacher temporary Y1	£24,242	To raise attainment and outcomes for KS1 pupils with PP in phonics Each morning 15 Y1 taught separately from 10 Y2 Y1=7 PP Y2=5 PP	<p>Impact</p> <p>Overall % has risen from 43% to 67% to 71% for all children.</p> <p>Over 3 years there has been an increase of 28% and the gap is closing with national.</p> <p>There were 17 children – 9 who were PP.</p> <p>56% of PP reached required standard. Conversion of PP from EY to Y1 showed 100% converted and 1 PP child who didn't meet ARE at end of EY did achieve phonics standard 20%.</p> <p>Y2 – 4 children resat the test – ¾ 75% passed. The child who didn't has significant SEND.</p> <p>3 were PP and the child who has SEN is also PP – therefore 67% pass rate.</p>
Temporary appointment Y5/6	£22,466	To raise attainment for KS2 with PP to reduce class size in KS2 (27 pupils y3/4 class = 13 Y5/6 class =14) Y3 6 PP Y4 1 PP Y5 4 PP Y6 6 PP	<p>Impact</p> <p>Key Stage 2</p> <p>10 children in Y6</p> <p>Reading – 70% of children achieved ARE at the end of KS2 – a significant improvement from previous year with 30% achieving GD.</p> <p>There were 6 PP – 50% reached expected standard. Of the 3 children who did not meet required standard 2/3 had SEN Support Plans (both L1 from KS1) and the 3rd child had been TA at reaching ARE but just missed this. However this is an improvement on previous year which was 38%.</p> <p>The PP outperformed the non PP with High Score totals</p> <p>Writing – 1 PP children achieved GD (none achieved this last year). 2 PP achieved this in GPS.</p> <p>Overall 50% got ARE, 3 PP and 3 Non PP.</p> <p>Maths – Last year only 13% of PP achieved ARE. This year it is 50% - a significant rise.</p> <p>It was the same 3 children in each subject who didn't achieve ARE. However 33% (20% higher than previous year) achieved ARE in RW and M</p>



			<p>Progress Measures for PP</p> <p>The progress shows a marked improvement in Reading and Maths. Reading improved by 3.8 points. Maths improved by 4 points. This is significant improvement and has reduced the gap between the school and national. Writing stayed the same.</p>
Read, Write Inc materials	£1000	Reading books and wall materials for teaching children to read, non-fiction selection for pupils.	Impact Improved phonics results
Counselling Service	£1500	To offer therapeutic services for Pupil Premium pupils with emotional difficulties. One-to-one support for social/emotional issues to improve pupil access to learning.	Impact Improved levels of attendance for 2016-17 Persistent Absenteeism has reduced from 13.3% to 5.7% for PP children
Talk 4 Writing Training	£600	Pie Corbett training regional courses for new staff	Impact Improved % of children achieving greater depth at KS1 & KS2
Early Intervention Behaviour support	£3600	For those pupil premium pupils in need of additional support.	Impact Improved levels of attendance for 2016-17 Persistent Absenteeism has reduced from 13.3% to 5.7% for PP children
Targeted work from EMTAS	£2100	X1 afternoon to work 1:1 with Pupil Premium child	Impact Improved levels of attendance for 2016-17 Persistent Absenteeism has reduced from 13.3% to 5.7% for PP children
Beanstalk Reading intervention	£360	Targeting underachieving readers eligible for PP in Year 1 & Year 2. To provide regular intensive reading support to KS1 pupils in danger of falling behind age expected levels. 2 helpers at £180 a year	Impact Increase PP children achieving greater depth in reading in KS1 & KS2
Rising Revision Star Revision guides	£375	Key Stage 2 revision, homework and targeted support resources aimed at Year 6 children meet their SATs targets. Cost for revision material for 6xPP children in the year group	Impact Key Stage 2 10 children in Y6 Reading – 70% of children achieved ARE at the end of KS2 – a significant improvement from previous year with 30% achieving GD. There were 6 PP – 50% reached expected standard. Of the 3 children who did not meet required standard 2/3 had SEN Support Plans (both L1 from KS1) and the 3rd child had been TA at reaching ARE but just missed this. However this is an improvement on previous year which was 38%.



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Appointment of Attendance Officer	£2000	<p>Attendance Officer to work with families.</p> <p>Action Plan to be drawn up for each family.</p> <p>Monitor those children under 96% and identify early if causing concern</p>	<p>Impact</p> <p>Attendance for 2016-2017 was 95.9%</p> <p>An improvement of 0.9% on the previous year.</p> <p>Attendance of PP was 95.1% for 16-17 – sustaining the attendance from previous year and still above the national average for PP.</p> <p>PP PA has dropped to 5.7% (2 children) from 8.6% (15-16) and 18.8% (14-15).</p> <p>National (2016-2017) was 15.1%</p>
Initiation of Breakfast Club	£11525	<p>Invite all children to Breakfast Club free of charge</p> <p>Use a Sports Coach for additional lunchtimes</p> <p>TA to be used to support children at start of each learning session</p>	<p>Impact</p> <p>Improved attendance and reduced lateness over the course of the year.</p> <p>For those children who have / who do attend it has ensured a calm, productive and punctual start to the day ensuring that children are ready to learn.</p> <p>Adults in Breakfast Club were knowledgeable enough and had the right relationship with the children to assess who needed additional attention at the beginning of the day.</p> <p>Breakfast Club is now starting to grow – 84% of children are PP and this will really bode well for ensuring a continued improvement in attendance and engagement in learning.</p>
Total expenditure:	£97,286	Additional funding provided from school's unallocated budget.	

Section 5 2016 – 2017 Outcomes												
Year 1 Phonics achieved standard					Year 2				Year 6			
PP	Not PP	NA PP	NA Not PP	(NA= National Average)	PP	Not PP	NA PP	Not PP NA	PP	Non PP	NA PP	Not PP NA
9	8			No. of children	5	6			6	4		
56	87.5	n/a	n/a	RWM	40	67			33	25	n/a	n/a
				R	40	83	n/a	n/a	50	100	n/	n/a
				W	40	67	n/a	n/a	50	50	n/a	n/
				M	40	83	n/a	n/a	50	75	n/a	n/a