



PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
Academic Year	2016/17	Total PP budget	£21,540	Date of most recent PP Review	n/a
Total number of pupils	201	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Sept 2017

2. Attainment		
2015 SATs	Pupils eligible for PP (5)	Pupils not eligible for PP
% achieving Level 4 or above in reading, writing and maths	100%	100%
% achieving Level 4b or above in reading, writing and maths	100%	92%
% making at least 2 levels of progress in reading	100%	100%
% making at least 2 levels of progress in writing	100%	100%
% making at least 2 levels of progress in maths	100%	100%
2016 SATs	Pupils eligible for PP (3)	Pupils not eligible for PP
% meeting standard or above in reading, writing and maths	67%	73%
% meeting standard or above in reading	100%	85%
% meeting standard or above in writing	67%	85%
% meeting standard or above in maths	67%	81%

NB 2016 is the year that higher level tests were implemented

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills in Reception have been low for pupils entering school, which has slowed reading progress.	
B.	PP children entering Reception are not yet 'ready to write' and need physical intervention.	
C.	A number of PP pupils also have SEND, mental health and attachment needs which may impact on academic progress	
D.	High ability pupils need to maintain good progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Some low income families find it hard to afford extra enrichment activities	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Reception class. Intervention Teaching Assistants carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists.	Pupils eligible for PP in Reception class are able to express their needs better by the end of the year so that all pupils make good progress from their starting points
B.	Improve physical abilities through fine and gross motor activities such as Finger Gym, large physical movements (based on WriteDance activities), use grip pencils	Pupils eligible for PP are ready to use a pencil and are able to improve their fluency in writing
C.	Address Social and Mental health issues through the use of a Social Skills Supporter.	Pupils better able and equipped with skills to change their behaviours / responses to situations
D.	High ability pupils maintain enthusiasm for learning	PP pupils make the same progress as non PP high ability pupils
E.	Parents/carers more able to access help and support	Equal access to outside/ enrichment activities; parents/carers know how to access support

5. Planned expenditure					
Academic year	2016/17				
i. Quality of teaching for all					
Desired outcome	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?
A. Improved oral language skills in Reception B. Improved fine and gross motor control in Reception	Staff training on learning sounds and improving reading readiness through singing Finger Gym, large physical movements (based on WriteDance activities, pencil grips for those who need them	Lack of speaking and listening skills have a long-term effect on academic progress, therefore this is a priority for all children in reception. Consequently, singing, rhymes, 'show and tell activities, 'listening for sounds' etc will be daily routines Good hand/eye co-ordination and fluidity of movement aid fluent writing and spelling	Course selected using evidence of effectiveness (through LA) Peer observation Follow good-practice scheme such as WriteDance, and finger gym as recommended by Tishy Lishy	Assistant Head (JN)	Jan 2017
C. Improved progress/behaviour/well-being for pupils with particular issues	Staff training on meeting the needs of pupils with SEND, ASD, attachment difficulties	Getting the best out of pupils can only be done if staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour. Treating pupils fairly does not automatically mean treating pupils the same. This approach will help all students	SENDSCO disseminate training to staff Monitoring of teaching and learning	SENDSCO SLT	Jan 2017
D. High ability pupils maintain enthusiasm for learning and continue to make good progress	Ongoing staff training on differentiation, high expectations, challenge and problem-solving	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Relevant staff will provide stretch and encouragement for these pupils	Under the direction of the class teachers and PP Champion, implement targeted interventions	PP Champion	Termly

ii. Targeted support					
Desired outcome	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?
A. Improved oral language skills in Reception B. Improved fine and gross motor control in Reception	1-1 and small group provision of Intervention for children in Reception	Some of the students need targeted support to improve communication skills, vocabulary and phonics knowledge. Guidance is given for specific pupils by the school's Speech and Language Therapist	Close liaison with class teacher and SENDCO Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time	SENDCO FS Leader Reception class teacher	June 2017
C. Improved progress/behaviour/well-being for pupils with SEND and particular issues	Provision of Social Skills Supporter to facilitate changes in behaviour Small group provision (SULP social use of language) Small group provision for pupils requiring academic support Provision of mental health support (LifeSpace)	Bringing playground issues back into the classroom detracts from learning, hence the SSS Small group targeted interventions with competent staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie Mental well-being is vital to successful learning and future chances which is why we give it a high priority	Regular meetings with SSS and Head(half termly) Regular (weekly) meetings with SENDCO, PPChampion and intervention staff CPD for TAs supporting the sessions Engage with parents and pupils before interventions begin to address any concerns or questions about the additional support	Head and Social Skills Supporter SENDCO and Pupil Premium Champion	Half termly Termly
D. High ability pupils maintain enthusiasm for learning and continue to make good progress	At least weekly small group sessions in maths for high-attaining pupils in addition to standard lessons Ensure PP high ability pupils take part in cluster more able projects	Extra support used to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie	Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the support Ensure cost is not a hindering factor in taking part in enrichment activities	PP Champion	Termly
Total budgeted cost					£29,000