

Pupil Premium Strategy Statement 2016 – 2017

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months.

Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils. Pupil Premium funding in primary schools is £1320 per child.

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention. Our aim is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium pupils is seen throughout everything we do in terms of teaching and learning, and is not an “add on” to what we already provide.

Around 50% of our students are eligible for Pupil Premium which is significantly higher than the national figure. Platt Bridge Community School recognises that each individual pupil has different needs, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background and disadvantages. For some pupils this may be supporting their progress in writing, whilst for others it may be providing wider experiences. Our school is committed to closing the attainment and achievement gap across a range of measures for our disadvantaged pupils particularly, and the additional funding will be used to support this aim.

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	PLATT BRIDGE COMMUNITY SCHOOL				
Academic Year	2016/2017	Total PP budget	£258400	Date of most recent PP Review	Sep 16
Total number of pupils	449	Number of pupils eligible for PP	195	Date for next internal review of this strategy	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading, writing & maths	32%	60%
expected progress in reading	2.3	0.3
expected progress in writing	-5.63	0.1
expected progress in maths	0.23	0.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupil's attainment on entry to Nursery is significantly below developmental milestones in the majority: children have poor speech and language skills as well as a poor level of language acquisition.
B.	Low parental engagement and skill level – pupils unable to receive academic support and guidance from home
C.	Limited life experiences and lack of stimulation in home environments
External barriers	
D.	Attendance of pupil premium pupils is below the national average

4. Desired outcomes (<i>Desired outcomes and how</i>)		Success criteria
A.	Data indicates the in school attainment and progress gap is closing between pupil premium pupils and other pupils in all year groups	Every year group shows the in-school gap closing between pupil premium pupils and others.
B.	Improved attendance and punctuality for all pupil premium pupils	Attendance and punctuality percentages will improve for all pupil premium pupils
C.	Increased parental engagement in focused projects for targeted pupil premium families	Increased parental engagement will result in improved attainment and progress data for pupil premium pupils involved in measureable projects.
D.	Health, well-being and behaviour of pupil premium pupils improves	Specific interventions provided by school measure the impact on the health, well-being and behaviour of the pupil premium pupils involved.

5. Planned expenditure

Academic year	2016/2017
----------------------	------------------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality first 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?
Increase the percentage of pupil premium pupils who are working at the expected level in Reading Writing and Maths combined. (32% PP 73% other)	Dedicated senior leader named as Pupil Premium Champion. English and Maths leads to promote writing and problem solving in particular throughout school.	Reading/Writing/Maths interventions delivered at point of need (EEF +4 months.) Senior leaders promoting English and Maths throughout school.	PP Champion will oversee funding to ensure value for money and measure impact.	JB JH CH	January 2017 April 2017 July 2017

All teachers are judged to be good or better and delivering a curriculum suitable to accelerate the progress of all children but in particular the pupil premium children.	Led by the Deputy Head of Curriculum and Assessment all staff work on detailed continuums which identify small steps to be built on ensuring that pupil premium pupils develop all the skills required to be ready for high school at the end of Y6.	Teaching throughout the school is good or better which needs to be sustained. All pupil premium pupils must be taught every day by a quality teacher.	CEO will monitor the developing curriculum in a detailed monitoring programme which sits alongside the school programme.	AH	November 2016 March 2017 June 2017
Total budgeted cost					See attached costings
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?
Improve Year 6 writing attainment.	Assistant Head to teach alongside the Y6 teachers with a focus on discrete writing sessions plus implementation across the curriculum.	Writing was below the floor standard in the 2016 results which resulted in the combined result also being below floor. Targeted support can be given across the year group.	Writing will be monitored by the CEO alongside further monitoring completed by the school.	CL	September 2016 January 2017 April 2017

Parental engagement in specific projects to improve the attainment and progress of pupil premium pupils.	Replicate the project already delivered in Reception with targeted parents in other year groups.	PIP project has made a measurable impact on parental engagement in pupils learning.	Monitored by Deputy Head for Behaviour and Inclusion.	MH	November 2016 January 2017
Total budgeted cost					See separate costings
iii. Other approaches					
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?
Improved attendance and punctuality of pupil premium children.	Pastoral and Ethos Manager with responsibility for attendance and punctuality. Pastoral and Ethos Managers within each key stage.	Increased parental contact with a key individual. Direct link between attendance, punctuality and attainment/progress throughout school.	Monitored by the Deputy Head for Behaviour and Inclusion.	MH	October 2016 January 2017 April 2017 July 2017
Improve health, well-being and behaviour of pupil premium pupils.	Counselling School of Military Play therapy Nurture groups Chameleon Project	Pupils need a safe place in which they can thrive and learn. Many pupils need extra support to access learning which these approaches ensure we provide. School of Military and Chameleon Project focus on behaviour and overall respect.	PP Champion and Deputy Head will monitor the impact on identified pupil premium pupils.	MH JB	January 2017 April 2017 July 2017
Total budgeted cost					See separate costings

6. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved attainment and progress of pupil premium pupils in reading, writing and maths at the end of KS1 and KS2.	Reading, writing and maths boosters after school.	EEF +2 months Improved attainment and resilience with targeted pupils plus improved attainment for others	After school is sometimes not the best time to engage pupils. Continue – look at delivering booster sessions at other times in the school day.	3675.78
Improved attainment and progress of pupil premium pupils in reading, writing and maths throughout school.	Reading, writing and maths interventions delivered by a teacher and by a teaching assistant.	EEF +4 months Identify and remove gaps in pupils learning.	Point of need intervention by teachers has shown a positive impact on pupils learning throughout school as any misconceptions are dealt with immediately. Continue.	21448.80
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost

Enable pupils to feel safe and be able to access learning positively.	Counsellor	EEF +4 months Build confidence and resilience in pupils with problems which may be difficult to overcome, enabling them to feel safe and access learning.	Pupils are positive, feel safe and want to be in school. They have built a bank of strategies to help them deal with any problems that may arise. Continue.	£8602
	Play therapy	As above.	As above.	£936
	Nurture Group	As above.	As above.	£13300

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Broaden pupils experiences	Breakfast Club	Cultivation of friendships. Benefits of morning meals and interactions has meant children have been noticeably more active when entering the classroom in the morning.	Continue	9308.16
	Cookery Club	Improved cognitive skills, speaking and listening skills, following instructions and collaborative	Continue	392.20
	Computing Club	Improved digital literacy. Enhancement of the curriculum. Securing of aspects of the curriculum	Continue	397.20
	Spanish Club	Enhancement of the curriculum with opportunities otherwise unavailable in the regular school	Continue	397.20

	Commando Joe's	(EEF +4 months) Positive impact on the children who have low self-esteem and confidence because it has enabled them to make new friendships across school whilst developing their own personal learning skills. With regards to behavioural support, the children who were targets throughout the programme, little impact has been noted, however, a change of instructor mid-way through the programme showed signs of improvement. Overall, the programme hasn't improved children's aspirations or provided a consistent positive male model.	This project will not continue as impact was not clear.	11000
	Attendance Award	Possible increase in motivation towards attendance, though this hasn't necessarily been high across the whole year with each year group.	Continue	
	Holiday Club	(EEF +2 months) Little uptake from children: only 4 children overall. No noticeable impact,	Continue if needed by an individual	136.14
	Homework Club	EEF +1 month) Mostly attended by children who would otherwise do their homework, though some targeted children have regularly attended across the school. No noticeable impact aside from homework completed.	Continue	3574.80

	Hinning House	(EEF +3 months) Improved life chances. Greatly enhanced curriculum with otherwise unavailable real life application opportunities. Improvement in children's confidence and minds sets. Collaborative learning is a strong focus throughout which results in improved attitudes to learning.	Continue	7750
	London Trip	Improvement in life chances – a 'first time' for many of the children, for example, eating in a restaurant. Very positive response from children to trip, eager and enthusiastic. Social and emotional development very positive and this enthusiasm was noticeably carried back into school by the children,	Continue	11988
	PGL Trip	(EEF +3 months) Improved life chances. Explores challenging and adventure learning in an outdoor environment with learning opportunities that are otherwise unavailable to us as a school. Improvement in children's confidence and minds sets. Lots of in depth collaborative learning which has a huge focus on attitudes to learning which is then carried back into the classroom.	Continue	10788

	PIP Project	EEF +6 months) Very positive feedback from both staff and parents. Parents actively more engaged in child's learning, particularly reading. Children very enthusiastic about reading and parents are working with their children more on reading at home.	Continue and expand	3000
	School Uniform	EEF +0 months) Staff have noted an increased sense of pride from children.	Continue as required	
	PE Kit	(EEF +0 months) No noticeable impact other than presentation.	Continue as required	
	School Prom	Increased parental involvement in the school. Leaves a legacy for both parents and children to remember their life with the school.	Continue	2254
	Immersive Environments	(EEF +0 months) Enhancement of the curriculum, though this has been more noticeable in the lower year groups. Some environments much more effective than others across the school year.	Continue	

	Bang Drum workshop	(EEF +2 months) Enhanced music curriculum, Increased confidence and team work.	Look at other musical/dance/arts based enhancements	2453
	Olympic Sports Day	(EEF +2 months) Enhancement of PE curriculum and Increased participation from children in a variety of competitive sports.	Look at other activities to participate in.	450

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Additional approaches to overcoming barriers:

- Adapted teaching approach to incorporate specific language acquisition and development opportunities on a weekly basis
- Rigorous approach to spelling strategies in all year groups with regular book scrutiny
- Increase in opportunities for parents to engage with school with a specific focus on up-skilling parents and carers: for full list see the school's enhancement tracker
- Staff made aware of who all pupil premium children are and the barriers they face through documentation
- Personalised learning sessions, which are delivered by assistant heads and deputy head, take place on a regular basis in order to support skill and language acquisition
- External workshops and interventions are used effectively to stimulate writing and oracy skills
- A new marking policy has been implemented which requires the children to take an active and independent role in developing their own reading, writing and language skills

Spring update: April 2017 – following an external review and analysis of spending and data, development plan has been updated. Please see for additional information.

2016-2017

Pupil Premium funding – estimated costs

	Staffing costs	Resources	Estimated Total
Pupil Premium Champion responsibility TLR	£5724		£5724
Assistant heads targeted interventions; KS1, LKS2 & UKS2	£24726		£24726
Deputy head targeted interventions	£20685		£20685
PIP Project EYFS 2 terms led by HLTA based on 1 full day	£1759	£2167	£3926
PIP Project KS1 2 terms led by 2 Teachers based on 2 hours per day	£2064	£2000	£4064
PIP Project KS2 2 terms led by 4 Teachers based on 2 hours per day	£4128	£4000	£8128
Pastoral Manager EYFS 1 years salary	£29214		£29214
Chameleon Project		£7693	£7693
School of Military 3 terms @£6360		£19080	£19080
Discreet Counselling		£8602	£8602
Play Therapy	£1340		£1340
Nurture Group KS1 and KS2	£13300		£3346
London Trip		£12000	£12000
PGL Trip		£11000	£11000
Low Bank Ground		£7750	£7750
Extra-curricular activities clubs	£15000		£15000
Resources		£36993	£36993
Wider life opportunities**		£53000	£53000

**this budget is allocated to enhancing the curriculum through trips, visitors, additional resources, extended staffing hours and further extra-curricular opportunities

Total Estimated Funding £ 258400