



Pupil Premium Strategy

1. Summary information					
School	Goring C.E. Primary School				
Academic Year	2017-18	Total PP budget	£60,432	Date of most recent PP Review	10/17
Total number of pupils	420	Number of pupils in receipt of PP	53 12.6%	Date for next internal review of this strategy	End of October 2018

2. Current attainment (Y2-Y6)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving age expected reading, writing & maths	23%	55%
% achieving age expected in reading	52%	80%
% achieving age expected in writing	26%	61%
% achieving age expected in maths	26%	61%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	35% of current KS1/KS2 PP have SEN, 5% have an EHCP	
B.	56% of current KS1 PP met or exceeded ELG in reading, writing and number compared to 81% of non PP	
C.	50% of current Y2 pupils and 88% of current Y3 pupils passed the Y1 phonic check compared to 87% and 94% of non-PP	

External barriers		
D.	Attendance - 92% average attendance for PP pupils with SEN and 94.9% for PP children without SEN (total PP attendance 94.2%, total non-PP attendance 98%)	
4. Desired outcomes		Success criteria and Review
A.	Incentives for attendance will result in improved attendance for PP children without SEN	Attendance will have improved for those persistent PP low attenders who do not have SEN. Attendance continues to be an issue with PP children's attendance at 95.3% and non PP's attendance at 96.6%
B.	Progress in maths for PP in Y5/Y6 has been improved by structured sessions online with a specialist maths tutor	Y5/Y6 PP have been selected to have targeted maths intervention by the school's pupil premium intervention teacher. Third Space Learning online tuition program has been trialled for 10 PP children across Years 5 and 6. Existing tracking procedures and Third Space learning reports show accelerated progress of targeted pupils. Y5 PP pupils – 100% made accelerated progress. Y6 PP pupils – 60% made accelerated progress, 20% made expected progress and 20% made below expected progress.
C.	Progress in reading for lower achieving PP has increased through participation of the Narrative Therapy Programme for a term.	PP pupils will have been part of regular narrative therapy groups. Pupils' comprehension scores on the Salford reading test will show accelerated progress compared to the previous term. Statements will have been highlighted as met on target tracker for reading comprehension. 35% of lower achieving PP children made accelerated progress in reading over the last academic year. 20% of lower achieving PP children made expected progress in reading over the last academic year.
D.	PP children identified as potentially more able who achieved secure at the end of the previous year will have achieved secure + (working at greater depth) in their area of strength by the end of the current academic year through extended learning opportunities and a metacognition approach.	PP children identified as potentially more able have accessed extended learning opportunities and a metacognition approach. Tracking systems show that identified children have made accelerated progress. 5 PP children moved from meeting age related expectations or working at greater depth at the end of the previous year, to working at greater depth in their area of strength in reading, 0 in writing and 2 in maths). Pupil voice questionnaires show positive response and increased confidence. 65% of PP judged as secure last year have been judged secure + by the end of this academic year (2016-17: 12 pupils secure in reading, 3 in writing and 6 in maths). (2017-18: in reading 20 pupils were working at greater depth in their year group programme of study, 9 in writing and 16 in maths).

E.	Progress in writing and maths for lower achieving PP has increased through intervention using a metacognition approach.	<p>Intervention Teacher has used a meta-cognitive approach to address gaps in learning. Tracking systems show that identified children have made accelerated progress compared to previous learning.</p> <p>33% of lower achieving PP children made accelerated progress in writing, 37% made accelerated progress in maths.</p> <p>40% will have met year group expectations.</p> <p>17% of lower achieving PP children met year group expectations in writing and 30% met year group expectations in maths.</p>
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5. Planned expenditure					
Academic year	2017/18				
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 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? Review
Increased progress in reading.	INSET training on narrative therapy	Structured, targeted intervention using a recognised programme has good impact and is a good use of TA time.	Register of sessions to be kept by TA. Class teachers to add to class provision maps. Comp scores to be tracked and recorded on CPM.	Inclusion Leader	Termly. 22% of PP children made accelerated progress in reading.
Increased understanding of autism and its effect on learning and wellbeing.	INSET training on autism awareness and classroom practice.	Equality can be best met when all involved have an understanding of additional needs and determination to offer best practice to all.	Feedback form completed by staff show increased knowledge and understanding.	Inclusion leader	INSET day 31 st October 2017 Training attended by all staff. Regular feedback from staff suggests that staff have an increased understanding of autism.

Increased understanding of attachment disorder and its effect on learning and wellbeing.	INSET training on attachment and classroom practice.	Equality can be best met when all involved have an understanding of additional needs and determination to offer best practice to all.	Feedback form completed by staff show increased knowledge and understanding.	Inclusion leader	TBA Staff attended attachment training led by Beacon House – April 2018. Staff report they feel more confident when dealing with children with attachment issues.
Total budgeted cost					£300 for narrative therapy training. Attachment training – no cost 50% of TAs and LSAs attendance at 3 INSETs to be added. TAs and LSAs feel more included and supported in school. They feel able to deliver a structured and targeted intervention with a good degree of confidence.
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? Review

Diminishing gaps	1:1 support by intervention teacher	Teaching and Learning Toolkit identifies 1:1 teaching as high cost but high impact. School data shows accelerated progress.	Intervention teacher to evidence gaps and observation and book look by Inclusion leader will show effective teaching approach and progress.	Inclusion leader	Termly Of the 24 PP children working with Intervention teacher 67% made expected or accelerated progress in reading, 63% made expected or accelerated progress in writing and 67% made expected or accelerated progress in maths. 54% made expected or accelerated progress in all 3 subject areas.
Accelerated progress in maths	Third Space Learning – online tuition by maths specialists	Teaching and Learning Toolkit identifies 1:1 teaching as high cost but high impact.	Class teachers to monitor progress using programs tracking system. Pupil feedback monitored by school's IT technician.	Inclusion leader R. Fauvel	Termly Y5 – 100% of participating PP children achieved accelerated progress in maths Y6 (until Easter 2018) – achieved 60% of participating PP children accelerated progress in maths.
Progress and wellbeing of PP with complex needs.	1:1 LSA support	Effective LSA support enables children with complex needs to be successfully included within a mainstream setting. Annual reviews show positive outcomes for the majority of PP with complex needs.	LSA observations and performance management meetings. Feedback from class teachers and parents in ILP meetings. Feedback from pupils for annual reviews.	Inclusion leader.	Termly 50% of PP children with complex needs made expected or accelerated progress in reading, writing and maths, 50% made expected or accelerated progress in reading, 50% in writing and 75% in maths. ILP reviews show that these children made progress against targets, although these may be too small to register on school's data system.
Total budgeted cost					£31,231
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? Review
Improved emotional wellbeing	Play therapy	Readiness to learn is dependent on a positive mental attitude and resilience.	Before and after questionnaires are scored by parents. Scores are compared and progress data produced.	Inclusion Leader	Ongoing as pupils end sessions and overall at the end of year. Post sessional questionnaires from the play therapist show that parents feel that there has been an improvement in the emotional wellbeing of their children.
Improved emotional wellbeing	Early Help Plans (EHP) TAF meetings Parenting advice	Parents are a key influence on their child's later outcomes. A child's readiness to learn is dependent on a positive mental attitude and resilience.	Distance travelled scores on EHP Scoring at the end of TAF meetings.	Inclusion Leader	During each meeting and as EHPs close. EHPs show some improvement in emotional wellbeing but this is dependent on the agencies who are involved in supporting the child and family.
Total budgeted cost					£14,487