

Annex 2c: Pupil premium strategy 2017/18

1. Summary information					
School	Toll Bar				
Academic Year	17/18	Total PP budget	£135,220	Date of most recent PP Review	2015
Total number of pupils	174	Number of pupils eligible for PP	102	Date for next internal review of this	2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving ARE or above in reading, writing & maths (or equivalent)			30%	55%	
% achieving ARE or above in reading (or equivalent)			30%	74%	
% achieving ARE or above in writing (or equivalent)			60%	76%	
% achieving ARE or above in maths (or equivalent)			60%	74%	
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.	Key skills in Reading, Writing & Maths for KS2 children eligible for PP hold back accelerated progress needed to close the attainment				
B.	Phonics skills are less developed for children entering KS1 (mostly eligible for PP) and this impacts on Reading and Writing (Nationals)				
C.	Attendance for PP pupils and others is a significant issue in securing good progress and closing the gap in attainment especially in				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Ensuring there is appropriate support around the families that require it in order that their children reach their potential				
4. Desired outcomes <i>(Desired outcomes and how they will be)</i>			Success criteria		
A.	A higher proportion of targeted KS2 pupils achieve age related expectations in R, the attainment gap is narrowed.		<ul style="list-style-type: none"> Data reflects a narrowing of the gap between PP and Non PP groups in R Work scrutiny reflects key GPS skills being applied in a range of writing.		

B.	Targeted pupils in KS1 have improved phonics skills and are able to apply them to their Reading and Writing.	<ul style="list-style-type: none"> Tracking shows an increase in outcomes of the phonics screening. <p>Targeted pupils make expected progress in Reading and writing.</p>
C.	Improve attendance overall by 2% this year	<ul style="list-style-type: none"> Data shows an improving trend Parents contacted if improvement required EWO action in place and being enforced New rewards system encourages improved attendance – evaluated <p>School council contribute to improving attendance with ideas and posters</p>
D.	Complete 2 Solihul and 1 Family SEAI parent course over the year. Develop a rapid response to Early Help when families require external agency support	<ul style="list-style-type: none"> PAQ and parent consultations reflect t pupils improved attitudes to learning/life. <p>Outcomes show targeted pupils are making at least good progress in RWM.</p>
E.	Ensure a rich and varied curriculum which includes out of school visits, clubs and the learning of a musical instrument	<ul style="list-style-type: none"> Registers show regular attendance of pupils 1 trip per term for KS1 and KS2 KS2 pupils have the opportunity to learn an instrument

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 of teaching and learning for all/ group/ individual.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
A.Attainment gap narrowed in RWM across all areas of learning	Marking & Feedback	EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.	Work Scrutiny. Pupil Attitudinal Questionnaires (PAQ). Observation/Learning Walks.	Head(HT)	Although the school did not reach it's intended targets significant gains have been made across the school particularly within Foundation and KS1. KS2 pupils still had

					a long way to travel to reach ARE. In year progress was very strong, but not across the Key Stage. Strategies put in place are having an effect and school should be able to demonstrate good progress gains next academic year
A. Attainment gap narrowed in RWM. B. Improved phonic skills of targeted KS1 pupils	Small Group & 1:1/3/6	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies.	Support provision mapped during Pupil Progress Meetings. Learning Walk focus by subject leaders to monitor and fed back to SLT. Data analysis.	Head/SENCO	This targeted support really had high impact in KS1 for both phonics and the end of KS results. Targeted support in KS2 ensured pupils made good in year progress, but not all pupils made enough progress to secure their expected outcome.
A. Attainment gap narrowed in RWM. B. Improved phonic skills of targeted KS1 pupils	Study Support (academic subjects)	The school believe that if we provide high quality study support to targeted pupils it will have an impact on their outcomes. EEF shows phonics intervention can support an additional 4 months progress.	Registers will be collected and monitored to ensure targeted pupils attend – Yr 2/ 6 booster sessions Subject leaders to identify needs in their subject throughout the year by data analysis/scrutiny and ensure appropriate Study Support Clubs are in place.	DH AM PO	Booster sessions really supported those pupils who attended. Phonics interventions ensured the school achieved a similar result to last year. Intentions ensure rapid progress towards the end of year 1.
A. Attainment gap narrowed in RWM – boys pp B. Improved phonic skills of targeted KS1 pupils – especially boys pp	Teacher Focus Groups	EEF research shows small group intervention is impactful on pupil progress. School believes that by having in-class intervention by a qualified teacher, pupils will make additional progress.	DH – support in yr 1/2 focused on maths and phonics AM – further literacy support for Yr6 to extend the high achievers AL – reading support in Yr 6	Head	Progress in many areas of the school showed interventions having good impact. Year 6 progress for the year was strong, however these are recent changes to provision and did not have

					enough time to allow pupils to close the gap fully.
A.Attainment gap narrowed in R -	Reading Comprehension Strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Training implemented for staff and is monitored through observation/ learning walks Impact monitored by data analysis. Teaching and learning review – embed practice	AM	Reading improved this year, however not enough pupils reached their expected target. Interventions were effective, however it did not close the gaps by enough.
Support pupils in during lunchtime to form positive relationships with peers	Increase activity to improve health of pupils	School believes this will support improved outcomes for pupils across the curriculum.	TA training Monitor incidents from lunchtime Book scrutiny from other areas of the curriculum Progress of RWM shown to be at least good Attainment targets met	H DH	This made a significant impact on the ability of pupils to settle and learn in the afternoon. Pupils had a far more constructive playtime – allowing pupils to make good progress across the school. Exclusions have been significantly reduced.

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?
C: Improve attendance by 2%.	EWO action plan School Council support Regular meetings with EWO	The school recognises that it needs to try every approach to improving attendance for all including PP. Improving attendance can increase pupils ability to make additional progress especially within KS1	Attendance Data Pupil/parent attitudinal questionnaire PSA work and case studies by the end of the year Learning Mentor – support pupils/ questionnaires Attendance action plans having impact.	Head	School has been identified as a model of good practice and has been seen to be doing everything in its power to improve attendance. School has increased the number of ASP”, fines and the amount of monitoring.
Complete 2 Solihul and 1 Family SEAL parent course over the year	Workshops for Parents	Improved understanding of how children develop/ stronger position to support school and work towards	Workshops in place Registers Evaluations from parents/ pupils Progress data from pupils	PSA	Completed 2 Solihul courses over the year. Pupils show improved attitudes towards school,

		pupils achieving their maximum potential.			improved outcomes in learning. Greater engagement from families.
Support families with referrals to Early Help/ create targeted actions plans	Pre-assessment Referrals Team around the child meetings	School believes in working in partnership with external agencies to support the whole child – this in turn allows the child to reach their maximum potential	Meet and greet every morning Early identification of families Meetings with families to assess need Completed referrals Team around the child meetings Improved outcomes for pupils Overview reports linked to progress	PSA/ Head	The school has one of the highest referral rates in the LA. Staff are regularly audited externally with good/ outstanding grades. Support plans and support is highly effective
A:B: Wider opportunity experiences to support greater engagement with the school and education	Extra-curricular clubs School trips Musical instruments in KS2 Artist in residence	The school firmly believes in a broad experiential approach to learning and believe school trips/ extra-curricular clubs and musical instruments support this aim. Raising the sense of achievement – pride in their work and the environment of the school	Clubs provided – evaluations from pupils Trip – subsidies Art to work with each year group twice per term Art week – organised by artist/ Gallery created – parents to visit Welling improved Pride improved in work – visible from books/ displays Environment shows pride		Learning environment has improved. Pride in pupils books, the school improved. Art week a great success. Trips throughout the supplemented pupils understanding and experience of their learning.
Total budgeted cost					£135,220