



**Pupil Premium Strategy Statement  
2016-2017**

<b>1. Current attainment</b>				
	<i>Pupils eligible for PPG (your school)</i>		<i>Pupils not eligible for PPG (within school)</i>	
	<b>2016</b>	<b>2017 (provisional)</b>	<b>2016</b>	<b>2017 (provisional)</b>
<b>% achieving 100 Scaled Score or above in reading, writing &amp; maths</b>	<b>8%</b>	<b>39%</b>	43%	65%
<b>Average progress in reading</b>	<b>-3.26</b>	<b>-5.9</b>	-1.13	-1.9
<b>Average progress in writing</b>	<b>-5.06</b>	<b>-2.5</b>	-4.78	-1.7
<b>Average progress in maths</b>	<b>-2.28</b>	<b>-4.4</b>	-2.12	-2.2
<b>2. Barriers to future attainment (for pupils eligible for PPG)</b>				
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>				
<b>A.</b>	Literacy outcomes (Reading and Writing) are lower for pupils eligible for PPG in Reception. This impacts their overall GLD achievement			
<b>B.</b>	Pupils eligible for PPG achieve the KS2 combined Reading/Writing/Maths outcome much less well than their peers.			
<b>C.</b>	Pupils eligible for PPG make less progress in Maths, Reading and Writing (KS1-2) than their peers.			

### 3. 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 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																																											
Improve outcomes in English across the school	Implementation of <i>Read Write Inc</i> , <i>Destination Reader</i> and other targeted resources	These schemes have been very successful at other schools. New members of staff have successfully taught them at their previous schools.	The Deputy Head and the Assistant Headteacher will monitor and review the quality of teaching and learning along with the English co-ordinator.	Deputy Head	N.B. 2017 data is un-validated provisional data																																										
					<table border="1"> <thead> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th></th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1 Phonics screening (8 pupils)</td> <td>75%</td> <td>89%</td> <td>Y1 Phonics screening (9 pupils)</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>KS1 (22 pupils) Reading</td> <td>41% 0% GD</td> <td>59% 32% GD</td> <td>KS1 (8 pupils) Reading</td> <td>75% 13% GD</td> <td>76% 21% GD</td> </tr> <tr> <td>KS1 (22 pupils) Writing</td> <td>41% 0% GD</td> <td>59% 6% GD</td> <td>KS1 (8 pupils) Writing</td> <td>88% 13% GD</td> <td>71% 19% GD</td> </tr> <tr> <td>KS2 (23 pupils) Reading</td> <td>48% 4%</td> <td>74% 22%</td> <td>KS2 (23 pupils) Reading</td> <td>48% 4%</td> <td>74% 22%</td> </tr> <tr> <td>KS2 (23 pupils) Writing</td> <td>61% 9%</td> <td>74% 22%</td> <td>KS2 (23 pupils) Writing</td> <td>61% 9%</td> <td>74% 22%</td> </tr> </tbody> </table>		2016		2017				PP	Non-PP		PP	Non-PP	Y1 Phonics screening (8 pupils)	75%	89%	Y1 Phonics screening (9 pupils)	67%	75%	KS1 (22 pupils) Reading	41% 0% GD	59% 32% GD	KS1 (8 pupils) Reading	75% 13% GD	76% 21% GD	KS1 (22 pupils) Writing	41% 0% GD	59% 6% GD	KS1 (8 pupils) Writing	88% 13% GD	71% 19% GD	KS2 (23 pupils) Reading	48% 4%	74% 22%	KS2 (23 pupils) Reading	48% 4%	74% 22%	KS2 (23 pupils) Writing	61% 9%	74% 22%	KS2 (23 pupils) Writing	61% 9%	74% 22%
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<p>Higher rates of progress in maths across KS1 and KS2 for PPG pupils</p>	<p>Implementation of <i>Inspire Maths</i> in KS1 and KS2.</p>	<p>Further development of staff with regards to subject knowledge and understanding of mastery concepts will benefit all pupils. The training undertaken will be led by providers of proven programmes, local maths hubs and teachers with maths specialism knowledge.</p>	<p>Quality assurance of training provision by school leaders will be undertaken to ensure its effectiveness. Classroom observations and pupil data will be used to evidence impact of training.</p> <p>Staff performance management to be used as method to QA the programmes offered. Reduced gaps between PPG/non PPG at end of KS will evidence efficacy.</p>	<p>Assistant Head</p>	<p><b>Combined RWM:</b>  <b>2017:</b>  PP 50% Non Pp 57% Gap = 7%  <b>2016:</b>  PP 9% Non PP 37% Gap = 28%</p>
<p><b>Total budgeted cost</b></p>					<p><b>£13,000</b></p>

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?
Targeted support and guidance to all children in receipt of PPG so that they make at least good progress	-Art & drama -Small group tuition - small group intervention -learning mentor	Members of the SLT will be able to closely monitor the progress of PPG children across the school.	Members of the SLT will be monitor the impact of this programme.	Assistant Head	<p><b>2017</b> <b>KS1 - KS2 progress scores</b> (23 pupils)</p> <p>Reading PP -5.9 Non PP -1.9 Writing PP -2.5 Non PP -1.7 Maths PP -4.4 Non PP -2.2</p> <p><b>2016</b> <b>KS1 – KS2 progress scores</b></p> <p>Reading PP -3.3 Non PP -1.1 Writing PP -5.1 Non PP -4.8 Maths PP -2.3 Non PP -2.1</p> <p><b>EYFSP – KS1</b> <b>2016 (Exp or Above)</b></p> <p>Reading PP -37% Non PP -20% Writing PP -12% Non PP -29% Maths PP -21% Non PP -25%</p>
Ensure high rates of achievement and parity between PPG/Non PPG eligible pupils at KS1 and KS2	Small group teaching using additional intervention teachers and TAs  Easter school	This model has proved to be successful in other schools.	Monitoring of provision by senior leaders  Pupil data outcomes will evidence comparable outcomes between those eligible for PPG and peers – and compare favourably with national averages.	Deputy Head	<p>July 2017 As above Gaps are closing in writing 2016 -5.6 2017 -2.5 Gaps in reading haven't closed and this remains a challenge. Reading is our targeted focus for 2017-18</p>
<b>Total budgeted cost</b>					<b>£140,150</b>
<b>iii. Other approaches</b>					

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?
Ensure good attendance from PPG children	<p>Sports Breakfast Club with the PE coaches</p> <p>Subsidised breakfast club for identified pupils and families</p> <p>Subsidised after school club for identified pupils and families</p>	All children need to have good attendance to ensure that they make good progress at school. PPG funding will be used to support families to reduce barriers to good attendance.	Uptake of clubs offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.	Deputy Head	<p>July 2017</p> <p>Attendance overall has improved.</p> <p>Persistent absents is reducing with more involvement from out EWO.</p> <p>A small but significant number of Pupil Premium children's persistent absents has reduced.</p>
Ensure PPG children attend curriculum enrichment trips and families are given support	<p>Subsidised school trips</p> <p>Subsidised Year 6 school journey for PPG children</p> <p>Hardship fund</p>	PPG funding will be used to support families to reduce barriers to their children's learning.	Uptake of trips offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.	Deputy Head	<p>Successful organised trips have improved children's experiences.</p> <p>Feedback from our children was very positive.</p>
<b>Total budgeted cost</b>					<b>£36,350</b>

<b>Academic year</b>	<b>2015-2016</b>	<b>Total Pupils: 585</b>	<b>PPG Eligible Pupils: 126</b>	<b>Total PPG Budget: £190,965</b>
<b>4. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Accelerate progress to rates, at least in line with national averages.	Intervention staff for booster support, small group work and 1:1 tuition in Reading, Writing and Mathematics for Y1-6 pupils.	<p><b>Limited:</b> Pupil data outcomes at end of KS1 and KS2 evidence that PPG children did not achieve as well as they should have.</p> <p>PPG children in Year 1 achieved better in the phonics screening check with 75% passing. In Reception, 83% of PPG children achieved a Good Level of Development.</p> <p>Success criteria: partially met</p>	The outcomes achieved indicate that the approach taken by the school was not as successful as it should have been. This approach needs to be far more targeted and the impact needs to be reviewed more robustly.	£86,654

Improve pupil outcomes in EYFS	2 x additional EYPs in EYFS	<b>High:</b> The Good Level of Development was 70% which was above the national average of 69%  Success criteria: met	The outcomes achieved indicate that the approach taken by the school was successful. This approach still needs to be refined in order to achieve greater precision teaching.	£27,758
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve outcomes for PPG pupils in Year 6	1 additional teacher for targeted support  Saturday school	<b>Limited:</b> PPG children did not achieve as well as they should have  Success criteria: not met	Intervention groups need to be more precise. The progress of PPG children needs to be monitored more closely and more regularly.	£19,516
To improve outcomes for PPG pupils in Year 2	1 additional teacher for targeted support	<b>Limited:</b> PPG children did not achieve as well as they should have  Success criteria: not met	Intervention groups need to be more precise. The progress of PPG children needs to be monitored more closely and more regularly.	£11,508

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To support families to overcome any barriers to children coming to school and learning	<p>Subsidised places at breakfast club and after school club</p> <p>Subsidised places at holiday play schemes</p>	<p><b>Limited:</b> Whilst take up for these clubs and activities was high, the overall impact was negligible because the pupil outcomes in 2015-2016 were not strong.</p> <p>Success criteria: partially met</p>	The school will continue to offer subsidised places on breakfast and after school clubs in order to support families and to help ensure good attendance. The activities and the provision will be reviewed in order to ensure that they support learning.	£45,150



## 5. Additional detail

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

The school went through a very turbulent time in 2015-2016 caused by instability and changing leadership. As a consequence, the children did not achieve as well as they should have. The new headteacher, and the senior leadership team, are committed to raising the levels of attainment and progress so that all children, no matter their background, can succeed.