

Pupil Premium Strategy Statement: 2016 /2017

Meeting the needs of all our families including those in receipt of a 'pupil premium'.

Each year the school receives additional money called a 'pupil premium' which is allocated to us on the basis of the number of children who are entitled to 'free school meals' (FSM). The money enables us to continue our work supporting these children and their families in order that they make the best possible progress in school.

Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) received 2016-2017				
Number of Pupils on roll	622	Amount of PPG received per pupil	Deprivation Pupil Premium £1,320	Adopted from Care Premium £1,900
			Service Child Premium £300	Looked after Premium £1,900
Total number of pupils eligible for PPG	69	Total amount of PPG received	£92,080	
Total number of pupils eligible for PPG who meet a criterion/ criteria e.g. LAC	10	Date of next review	January 2017	

Barriers to future attainment (for pupils eligible for PP including higher ability)	
At the start of the year SLT analyse data for all PP pupils and identify their individual barriers to learning based on data and contextual information	
In-school barriers (issues to be addressed in school)	
A	Pupils achieving the expected standard in English and Maths in KS1 / KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1 / KS2) in English and Maths
C	Pupils achieving the required standard in Phonic screening test in Year 1

Measuring the impact of PPG spending 2016-2017

Measuring the impact of PPG spending 2016-2017		
	Desired outcomes and impact measures	Success Criteria
A	Pupil premium provision targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve targets set by SLT. Most PP pupils make rapid progress to achieve expected standard.
B	Pupil premium provision for more able identified and enriched.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve Greater depth at KS2: Y6 pupils to achieve 6.7 / GDS or HIGH SS in SATs / end of KS2 assessments Y5 pupils to achieve 5.7 Y4 pupils to achieve 4.7 Y3 Pupils to achieve 3.7 Y2 Pupils to achieve 2.7 / GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve 1.7
C	Provision for phonics targeted to individual pupils needs	ALL PP pupils to achieve required standard in Phonic Screening in Y1

Planned expenditure – 2016-2017

1. Quality of teaching for all

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B	Whole school based approach informed by SIP for all areas of curriculum but specific for PP barriers	<ul style="list-style-type: none"> • (A-D) – DT x2 non class based to work with staff on all below actions. • Maths CPD – Outstanding Maths Provision – <u>3 staff across school for 6 days cover (Dudley MBC)</u> – training in elements of maths teaching focusing on outstanding provision for all pupils including PP pupils. • Maths CPD – TSST Cross Phase assessment in maths - <u>Y5 teacher x5 days cover (Haybridge Teaching School)</u> • (A,B) – SIP used to highlight these children to staff to enable them to ensure that progress is monitored and actions are carried out to support these children. • (A,B) – Pupil progress meetings with staff ½ termly to discuss progress of these children – all PP children are flagged up regardless of progress to ensure provision starts in the classroom at quality teaching for all level. • SLT attend PPA times with staff to input into provision, assessment discussion findings, • (A,B) – Assessment discussions held fortnightly by DH / HT to ensure that quality of teaching, assessment, feedback and communication with parents is 	Assessment discussions PPA days with SLT SIP reviews Pupil progress meetings Appraisal observations / feedback Coaching Career stage Staff meeting model	All staff	January 2017

	Coaching support from Leasowes High school Additional TA in LKS2	<p>effective. Feedback is given to teachers to improve / enhance their provision for these children.</p> <ul style="list-style-type: none"> • Appraisal - objectives set with these barriers in mind informed by the SIP. PP part of this Appraisal system focus. • Career stage staff meetings to address these issues at appropriate level for career stage of staff. • Robust NQT programme to ensure all staff are fully trained and equipped to deliver high quality lessons. • (B) - KS3 specialist coach assigned to support maths teacher of specific KS2 child working beyond primary curriculum. Ongoing personalised support including enrichment opportunities and 1:1 support at different points throughout the year. • Additional Teaching Assistant in Lower Key Stage 2 – increased capacity for interventions and in class support for Pupils (including PP). 	<p>Feedback from Leasowes / discussions between professionals.</p> <p>SLT – AHT’s in team meetings</p>		
C	Phonic teaching groups set up with performance in mind.	<ul style="list-style-type: none"> ▪ Quality First Teaching, which impacts on the progress of pupils, Quality first teaching through ability based groups taught by KS1 / KS2 staff which includes: ▪ Quality teaching by experience staff in phonics – daily sessions ▪ Homework – spelling set based on phonics teaching ▪ Range of teaching approaches to suit needs of pupils in each group – range of resources deployed. ▪ INFORMS Intervention groups based on formative assessments ▪ Personalised phonics sessions focused on individual child’s next steps ▪ Positive parental partnerships through attending parent’s evenings to feedback to parents and communication through the child’s planner. 	<p>Assessment discussions</p> <p>SIP reviews</p> <p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p> <p>Career stage Staff meeting model</p> <p>Feedback from Leasowes / discussions between professionals.</p>	All staff	January 2017
Total budgeted Cost				£58300	

Planned expenditure – 2016-2017

2. Targeted support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B	Employ teacher to deliver quality first teaching to PP pupils	<p>Quality First Teaching, which impacts on the progress of pupils, by employing an additional early years/ key stage one practitioner (4 mornings a week) an additional member of staff directed for PP (1 day a week) and an additional key stage two teacher (2 days a week) to work with pupils entitled to PPG. The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning, high levels of interaction, an appropriate use of teacher questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups and a professional, skilled expectation that pupils will accept responsibility for their own learning and work independently.</p> <p>Quality first teaching through our additional early years/ key stage one and key stage two practitioner includes:</p> <ul style="list-style-type: none"> ▪ Intervention groups based on formative assessments ▪ Personalised phonics sessions focused on individual child’s next steps ▪ 1:1 writing groups where children apply their phonics knowledge to their classroom work ▪ Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support ▪ Supporting in lessons by working with children eligible for PPG. ▪ Wave 3 a deeper intervention offering more personalised solution in an area individual to the pupil ▪ Personalised precision teaching to a child’s individual needs ▪ Positive parental partnerships through attending parent’s evenings to feedback to parents and communication through the child’s planner. ▪ Delivering intervention programme such as: Get Moving and Toe-by-Toe <p><i>Group work linked to the outcomes from our Pupil Attitudes to Self and School Survey (PASS). The survey measures a pupil’s attitudes towards themselves as learners and their attitudes towards school and the invention seeks to improve the outcomes.</i></p> <p>PP pupils access Specialist learning support provision at LSS unit</p> <ul style="list-style-type: none"> • Specific personalised learning at specialised unit funded through SEND units – pupils attend specialist unit to work with expert teachers on areas of learning specific to each child 	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>	<p>ME, DP</p> <p>AH / MM</p>	<p>January 2017</p>

C	Employ teacher to deliver quality first teaching to PP pupils	<p>Quality First Teaching, which impacts on the progress of pupils, by employing an additional early years/ key stage one practitioner (4 mornings a week) an additional member of staff directed for PP (1 day a week)</p> <ul style="list-style-type: none"> Personalised phonics sessions focused on individual child's next steps 1:1 writing groups where children apply their phonics knowledge to their classroom work Wave 2 teaching, targeted catch up provision to support pupil premium children who need additional support Wave 3 a deeper intervention offering more personalised solution in an area individual to the pupil 	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>	<p>ME, DP</p> <p>AH / MM</p>	January 2017
Total budgeted Cost					£31642

Planned expenditure – 2016-2017

3. Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A	1:1 reading sessions	<ul style="list-style-type: none"> Taught by a trained teaching assistant. The impact is measured using a variety of summative assessment tools such as national curriculum evidence collection , QCA tests and Benchmarking outcomes. 	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact</p>	All staff	January 2017
B					
C					

<p>Releasing year 6 staff</p> <p>Targeted intervention to provide curriculum support</p> <p>Well-being team</p> <p>Timely and prompt support provided by SEND leader</p> <p>Subscription to music lessons</p> <p>Funding extra-curricular activities</p> <p>Coaching support from</p>	<ul style="list-style-type: none"> • with quality sports coaches, for a day a week, during the children’s ‘wellbeing day’ to deliver quality first teaching and intervention. The impact is measured through progress and the evidence is collected through intervention record keeping and the blue book scheme. • i.e. stretching the more able, catch up phonics, speech and language and maths in small groups, or on a 1:1 basis taught by teaching assistants or the class teacher. • during the school day and inclusive of lunch times, our well-being work with specific children to develop their social and emotional skills, stay safe if they have additional physical needs and enjoy a nurturing, play based support. The well-being team also liaises with parent and external agencies which impacts on staff having the most up to date research and strategies to integrate children in to the classroom. • to develop parent partnership and support families who may need to access additional services. • for some of the pupils eligible for PPG, and purchasing a musical instrument to support this. • and trips such as: Severn Valley Railway, Pioneer 3 day Residential, Kingswood Residential. • KS3 specialist coach assigned to support maths teacher of specific KS2 child working beyond primary curriculum. Ongoing personalised support including enrichment opportunities and 1:1 support at different points throughout the year. 			
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	Leasowes High school				
Total budgeted Cost					£2138

Data Impact of Pupil Premium Provision 2016-2017

EYFS

Percentage of FSM EYFS pupils making a good level of development					
2015			2016		
Cohort	School %	National FSM %	Cohort	School %	National FSM %

Percentage of FSM EYFS pupils making a good level of development					
2017			2018		
Cohort	School %	National FSM %	Cohort	School %	National FSM %

Key Stage 1

Percentage of FSM year 1 pupils meeting the expected standard in the Year 1 Phonics Screening Check	
2016	2017

Percentage of FSM year 2 pupils meeting the expected standard in the Year 2 Phonics Screening Check Re Takes	
2016	2017

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Percentage of FSM key stage 2 pupils achieving greater depth in 2016 <u>comparison with National FSM pupils</u>														
Maths, Reading, Writing TA (Target)			Mathematics (Target)			Reading (Target)			Writing (TA) (Target)			English Grammar, Punctuation & Spelling (Target)		
Cohort	School %	National FSM %	Cohort	School %	National FSM %	Cohort	School %	National FSM %	Cohort	School %	National FSM %	Cohort	School %	National FSM %

Review of impact 2016-2017		
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Desired Outcome	Impact of expenditure	Implication for future
A		
B		
C		
D		

Appendix of evidence: