

Pupil Premium Strategy: 2017 /2018

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 2017-2018				
Number of Pupils on roll	624	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	56	Total amount of PPG received	£83,000	
Total number of pupils eligible for PPG who meet a criterion/ criteria e.g. LAC	11	Date of next review	January 2018	

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
D	Pupil premium children to have attendance at or above the expected threshold

Measuring the impact of PPG spending 2017-2018

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	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
D	Pupil premium children to have attendance at or above the expected threshold	PP pupils to have attendance of at least 96%

Planned expenditure – 2017-2018

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"> Moderation opportunities termly across our MAT run by Linda Minnock. Release for all year group staff and phase leader to engage in this process to improve outcomes of children. Mixed ability teaching for all subjects – this is aimed at creating a shared ethos of learning among all pupils regardless of prior attainment so that all groups can learning alongside and from each other. High quality of teaching for all pupils is based on challenge and inclusivity with opportunities for challenge and further application of skills as well as revisiting or catch up of skills / learning where appropriate or needed on whole class, group or individual basis. Well-being team to be trained to become ‘Mental Health First Aiders’ (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. 	Assessment discussions PPA days with SLT SIP reviews Pupil progress meetings Appraisal observations / feedback Coaching Career stage Staff meeting model	All staff	January 2018

	<p>Coaching support from Leasowes High school</p> <p>Additional TA in LKS2</p>	<ul style="list-style-type: none"> • (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 effective. Feedback is given to teachers to improve / enhance their provision for these children. • 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. • SEND leader coordinates and deploys TAs to deliver timely and high impact interventions for specific children entitled to PPG. SEND leads training on specific research based interventions with teaching and non-teaching staff. • Additional weekly sessions with KS1 phase leaders and TAs in reading, writing and maths. • All weekly monitoring by phase leaders has a focus of pupil premium children. Outcomes are shared directly with teaching staff and SLT. Adjustments to provision are made accordingly. • Weekly tutorials and intervention groups led by class teachers and teaching assistants, where barriers are identified fed through QLA and AfL. • Year 6 staff released for interventions to pre teach, over teach, address misconceptions in Year 5 and 6. • Pupil premium children have developmental feedback by the class teacher after every extended piece of writing. • Pupil premium children are provided with gap tasks after every piece of work and opportunities during tutorial time every day to complete these. • Beanstalk charity reading with PPG children, who are not making expected progress, twice a week for 30 minutes sessions. • Year group leaders are advocates for the provision of pupil premium children in their year group- generating discussion during PPA on provision and outcome linked to these children- sharing outcomes of this with their phase leaders. • All pupil premium children will have the opportunity for funded music lessons for the autumn term. Their progress will then be assessed by specialist music 	<p>Feedback from Leasowes / discussions between professionals.</p> <p>SLT – AHT’s in team meetings</p>		
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		teacher and if making expected progress we will continue to fund. Children, who have been playing an instrument over a period of time, will be given the opportunity to perform and expected to work towards graded exams.			
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. ▪ Non class based AHT leading whole school phonics and working with children in Y1 entitled to PPG. ▪ Phonic Assessment discussions fortnightly and fed back to Phase leaders to impact on progress and provision alterations. ▪ AHT leading phonics (SLE) will carry out lesson observations and feedback recommendations to accelerate the progress of PPG children. ▪ Non class based AHT (SLE) team teaching with NQT and new to year group staff to improve the outcomes in phonics. ▪ Non class based AHT (SLE) teaching targeted groups of pupils to ensure progress in phonics. 	<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 2018
Total budgeted Cost			£49610		

Planned expenditure – 2017-2018

2. Targeted support

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B	Employ teacher to deliver quality first teaching to PP pupils	Quality First Teaching, which impacts on the progress of pupils - 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	<p>SLT assessment discussions</p> <p>SIP</p>	<p>KF / NT</p> <p>AH / MM</p> <p>KH</p>	January 2018

		<p>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 ▪ <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> ▪ Pupil premium children have developmental feedback by the class teacher after every extended piece of writing. ▪ Pupil premium children are provided with gap tasks after every piece of work and opportunities during tutorial time every day to complete these. ▪ Beanstalk charity reading with PPG children, who are not making expected progress, twice a week for 30 minutes sessions. <p>Employment of addition TA for 2:1 support with 2 Looked After children with social, emotional and behavioural difficulties.</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>Pupil progress meetings</p> <p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>		
C	Employ teacher to deliver	Quality First Teaching, which impacts on the progress of pupils, by employing an additional early years/ key stage one practitioner and additional member of staff directed for PP	SLT assessment discussions SIP	KF / NT AH / MM	January 2018

quality first teaching to PP pupils	Personalised phonics sessions focused on individual child's next steps <ul style="list-style-type: none"> ▪ 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 	Pupil progress meetings PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact	KH		
Total budgeted Cost					£30452

Planned expenditure – 2017-2018

3. Other approaches

Desired Outcome	Action	Rationale	Monitoring	Staff	Review date
A B C D	All LAC children to have a subscription to Letterbox Club Attendance clinics	<ul style="list-style-type: none"> • Letterbox Club: Our LAC children will receive their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months. For many children, it's the first time they have had a letter or a parcel through the post and for some it's the first time they have had books of their own. It is also a positive strategy for the children to engage with the carers , building positive relationships. • Releasing staff to attend attendance clinics with DHT and parents. • For children attendance below 96% entitled to PPG may be offered part funded breakfast club places to improve attendance. 	SLT assessment discussions SIP Pupil progress meetings Outcomes of attendance clinics, number of referrals to EIS,	All staff	January 2018

<p>Funded breakfast club place</p> <p>Funded holiday club on site</p> <p>1:1 reading sessions</p> <p>‘Moving On Maths - Blue book’ intervention for maths</p> <p>Bear’s Buddies</p> <p>Releasing year 6 staff</p> <p>Targeted intervention to provide curriculum support</p> <p>Well-being team</p> <p>Timely and prompt support</p>	<ul style="list-style-type: none"> ▪ For children at risk of harm during school holidays, with collaboration with Social services, offered part funded places at holiday clubs. 	<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. • led by our highly skilled teaching assistants. Personalised activities and tasks linked to misconceptions and next steps. • programme designed to enhance the emotional development and social skills of children aged 6 and 7. It is particularly valuable for children lacking self-confidence or who have difficulty in making relationships. The impact of the programme is to help children develop resilience and improves their self-esteem. • 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. 	<p>Weekly monitoring of attendance</p> <p>PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and impact</p>		
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	<p>provided by SEND leader</p> <p>Subscription to music lessons</p> <p>Funding extra-curricular activities</p> <p>Explore additional opportunities for more able provision to enhance learning</p> <p>PASS survey – to assess Attitude to learning, Attitude to teachers, Confidence in learning, Preparedness for learning</p>	<ul style="list-style-type: none"> • 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, PGL Residential. • Links with High schools / providers to offer enrichment opportunities for more able pupils. Sourced and identified on basis of progress needs of pupils throughout the year. • Pupils’ surveys are analysed to inform staff of barriers to learning including- Attitude to learning, Attitude to teachers, Confidence in learning, Preparedness for learning. As a result of this pupils are assigned to groups where they will receive personalised support in this area over a series of sessions. Parents are also informed as well as staff who work with these pupils day to day. 			
Total budgeted Cost					£2938