



Headteacher Mrs Katherine Russell Bed (Hons) Dip, NPQH

Eton Porny C of E First School

Pupil Premium Strategy – 2016/17

We are all created unique and special.

He made us all perfect having our own uniqueness.

1 Peter 4:10-11 God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another.

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Designated staff member in charge: Mrs Katherine Russell, Mrs Tory Tofts and Mrs Marie Bergin

Nominated Governor: LGB

Our aim is - that together, we can be the best we can be

Our School Improvement Priorities are:

- Assessment/ARE demonstrates the raised expectations of the curriculum.
- Raise achievement in English across the school.
- Raise achievement in mathematics across the school.
- Pedagogical development in line with the National Curriculum.
- Building leadership capacity to ensure effective succession planning. Focus on rapid progress and sustainability ensuring the development of future leaders in the school.

1. Summary information					
School	Eton Porny Church of England First School (Member of the Slough and East Berkshire Multi-Academy Trust since February 2016)				
Academic Year	Feb 2016	Total PP budget	£ £5,900		
Academic Year	2016-2017	Total PP budget	£ 23,600	Date of most recent PP Review	March 2017
Total number of pupils	130	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2017

2. Impact of Pupil Premium Spend on 2015-2016 attainment				
	<i>Pupils eligible for PP 2016 School</i>	<i>Pupils eligible for PP 2016 National</i>	<i>Pupils not eligible for PP 2016 School</i>	<i>Pupils not eligible for PP 2016 National</i>
Met end of year 1 expectations in phonic screening	100%	70%	83%	81%
Met end of year 2 expectations in reading	20%	78%	63%	74%
Met end of year 2 expectations in writing	20%	70%	54%	65%
Met end of year 2 expectations in maths	20%	77%	67%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	On entry data, identifies that poor communication skills are lower for pupil premium children than other children, including literacy and numeracy skills. A high proportion of children eligible for PP funding are boys and a significant number are also on our SEND register.
B.	Sustaining the breadth of provision with trained, skilled staff within the budget.
C.	Encouraging sustained engagement of parents to assist and support their children's learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and Punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and literacy skills for children eligible for PP in EYFS	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP make better than expected progress from starting points, meeting or close to meeting age-related expectations.
B.	Higher rates of progress across Key Stage one for all children eligible for PP, including higher attaining pupils.	Children eligible for PP including higher attaining pupils, make at least as much progress as their peers.

C.	Improve reading, writing and mathematics skills for all children eligible for PP across Key Stage One.	Children make rapid progress by the end of the year enabling them to meet age related expectations.
D.	High number of boys eligible for PP who also receive SEN support.	Boys eligible for PP who receive SEN support make rapid progress from starting points, meeting or close to meeting age-related expectations.

5. Planned expenditure					
Academic year	2016 – 2017 £23,600				
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?
A. Improve communication and literacy skills for children eligible for PP in EYFS and Year 1.	Speech and Language therapist to work with staff delivering these SALT sessions and intervention groups. PP children to improve their understanding of vocabulary and language skills. 1:1 ELSA and small group ELSA.	Investment in longer term change which will help all children. Early intervention to improve language and communication skills. NFER report identifies that the most effective strategies are small group additional teaching and improving feedback between teachers and pupils.	Daily speaking and listening sessions and intervention groups. Timetabled sessions for SALT and ELSA. At least half termly review of provision and progress for these children.	Inclusion lead/ EYFS/ Year 1 teachers	July 2017
B. Higher rates of progress across Key Stage one for all children eligible for PP, including higher attaining pupils.	Inclusion lead to work with KS1 teachers to support teaching and learning.	Some higher ability children eligible for PP are making less progress than their peers in reading, writing and mathematics. We want to ensure that these children attain higher and make at least as much progress as their similar peers.	At least half termly review of the progress of this group. At least half termly review of provision for this group. Daily targeted support within the classroom for English and mathematics.	Inclusion Lead/Year 1 and 2 teachers	July 2017
C. Improve reading, writing and mathematics skills for all children eligible for PP across Key Stage One.	Small group work for English and mathematics daily. Teacher led small group for extra guided reading sessions for year 1 and 2. Teacher led Support Phonics.	Some children need targeted support to catch up. Programmes being used have been evaluated for impact.	Resourced effectively to ensure staffs delivering provision have sufficient preparation and delivery time.	Inclusion Lead/Year 1 and 2 teachers	July 2017

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?
D. High number of boys eligible for PP who also receive SEN support.	Fine and gross motor skills sessions for Year 3. OT session Year 2. Social skills sessions for Year 3. ELSA group Year 3 and 4. Year 4 intervention support for mathematics. Year 3 1:1 Phonics Year 4 1:1 SALT	Programmes being used have been evaluated for impact.	Resourced effectively to ensure staffs delivering provision have sufficient preparation and delivery time. At least half termly review of the progress of this group. At least half termly review of provision for these groups.	Inclusion Lead/HT	July 2017
A. Improve communication and literacy skills for children eligible for PP in EYFS and Year 1.	1:1 ELSA and small group ELSA. Communication skills intervention SALT 1:1 and small group. Targeted additional phonics intervention. Year 1 Mathematics 1:2 group.	Early intervention to improve language and communication skills. Some children need targeted support to catch up. Programmes being used have been evaluated for impact.	Daily speaking and listening sessions and intervention groups. Timetabled sessions for SALT and ELSA. Resourced effectively to ensure staffs delivering provision have sufficient preparation and delivery time. At least half termly review of the progress of this group. At least half termly review of provision for these groups.	Inclusion lead/ EYFS/ Year 1 teachers	July 2017
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?
Higher rates of progress across Key Stage one for all children eligible for PP, including higher attaining pupils.	School trips 'Extended schools' for clubs	Ensure that all pupils are able to access all school enrichment activities as equally as their peers.	Monies allocated to a separate cost centre, accounted for and monitored through FMR.	Inclusion Lead/HT	July 2017
Improve reading, writing and mathematics skills for all children eligible for PP across Key Stage One.	School trips 'Extended schools' for clubs	Ensure that all pupils are able to access all school enrichment activities as equally as their peers.	Monies allocated to a separate cost centre, accounted for and monitored through FMR.	Inclusion Lead/HT	July 2017