



Pupil Premium Statement 2017

The Pupil Premium – DFE Guidance

- The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding and the impact that it has had upon raising the attainment of the most vulnerable pupils.

Impact of Pupil Premium Funding 2016/17

The school received £62,040 for the Academic Year 2016– 2017.

Training of HLTA in catch up numeracy to work one to one with targeted children. Deployment of HLTA in Upper KS2 for delivery of small group tuition with greater individualised support in Mathematics, Writing and English Grammar, Punctuation and Spelling; the purchase of intervention resources and provision of small group and individual intervention for Literacy and Numeracy; the funding of teaching assistants to provide targeted support in Reading and Phonics; whole-school and targeted staff training and the purchase of intervention resources have resulted in narrowing our within-school Pupil Premium gap.
Deployment of T.A.'S in Y2 in afternoons to boost reading.

In Y1, 33% of pupil premium children achieved the expected standard in the phonics screening check compared to 78% of non-pupil premium. However 75% of PP children in Y1 are SEN or lower ability; 25% with a diagnosis of ASD.

In KS1, pupil premium children performed better than non- pupil premium in some areas with 88% achieving expected standard in reading compared to 77% non – pupil premium; 75% of pupil premium achieved expected standard in writing compared to 68% of non-pupil premium and 75% of both pupil premium and non- pupil premium achieved expected standard in maths. However 50% of pupil premium achieved reading, writing and maths combined compared to 60% of non - pupil premium.

In KS2, there were 4 pupil premium children 2 of whom were also SEN; therefore only 50% of pupil premium children achieved the expected standard or above in reading, writing and maths compared to 60% of non- pupil premium. 50% of pupil premium pupils achieved the expected standard or above in Reading, Writing, EGPS and Mathematics at the end of KS2. One achieved greater depth in Reading and Maths and the other achieved greater depth in Reading, Writing and EGPS.

Number of Pupils and Pupil Premium Grant Allocation 2017/18

Total number of pupils on roll	334
Total amount of PPG (indicative)	£61,300

Summary of main barriers to educational achievement faced by eligible pupils

44/ 334 are Pupil Premium pupils so 13%. Of the 44 children who are Pupil Premium 12 are also SEN so 27%, with a variety of barriers to learning including moderate learning difficulties; communication and interaction difficulties and social and emotional difficulties. There are a proportion of Pupil Premium children with a disability. Some of the Pupil Premium children came into nursery with low language and mathematical development. Many of our Pupil Premium children have low expectations of what they are going to achieve and therefore they require additional support to keep them motivated and engaged in their learning.

Proposed Support 2017/18	Intended Outcomes	Monitoring and Evidence
Deployment of two HLTAs to carry out targeted intervention in English and Mathematics for children at risk of underachievement, in years 5 and 6. Training in delivery of Interventions HLTA trained in Catch up Numeracy to deliver interventions in Y3/4.	Gaps in Basic English and Maths skills close. Children will be closer to expected progress in their year group.	SLT monitor progress through data and work scrutiny.
Continued use of Accelerated Reader	Improved attainment and progress in Reading.	SLT use Accelerated Reader tracking system to monitor impact.
Additional teacher 0.5 in Y5/6 and Y4	Reduce proportion of children not achieving age-related expectations.	Analyse KS2 Data
Whole school focus on attendance with weekly class attendance displayed and rewards for best class attendance of term.	Improved attendance across whole school but in particular for those children eligible for PP.	Parents will be informed at parents' review meetings if there is a problem with attendance. Any family issues of attendance will be addressed by DH/HT and we will endeavour to help and remove any barriers which is affecting a child's attendance e.g. paying for them to attend breakfast club. We will also follow the guidelines in our policy.
Staff CPD on planning and delivering a more challenging curriculum for our children.	More of our PP children to achieve GD in Maths and English.	Staff CPD on planning and delivering a challenging curriculum for high attaining pupils. Rigorous monitoring of planning/ books/data/lesson observations.
Continued use of Clicker 7 for whole school. A literacy support programme.	To improve writing and vocabulary across school so more children achieve expected in their year group.	Improved writing data across the school.
Educational Psychologist	To support pupils with learning, communication, emotional, social or behavioural development needs and suggest strategies and targets for children.	Early identification and support for pupils with SEN. SENCO reporting to SLT. Tracking and progress reports. HT report to Governors.
Continued use of a maths learning platform	To improve maths skills across the school and therefore improve proportion of children achieving age related expectations.	Maths lead to analyse impact through monitoring of learning platform data – report to SLT.
3 rd Space learning 1:1 tuition over 10 weeks in Maths for specific targeted children	Gaps addressed and understanding developed to ensure ARE at end of the year	DHT to monitor the program and its impact.
Safeguarding first (safeguarding support and training)	Safeguarding support for staff and pupils across the school.	Leadership and operational support in all aspects of safeguarding.
Reading training for teachers and T.A.s	To improve attainment of reading across the school	SLT to analyse data across school.
Staff training on Mental Health issues pertinent to our children.	Staff to have good understanding of issues and how to support our children and parents.	DHT to monitor well-being of vulnerable children.
Purchase of CPOMS an electronic recording system for all children - to systematically record SEN /behaviour/ safeguarding/ home issues	To ensure all of our children are more closely monitored and any intervention/ early help/ SEN, camhs referrals are accessed as soon as possible	HT and DHT monitor CPOMS and advise staff of any concerns as needed. SEN team advised if any referrals necessary.
Staff training in maths by maths lead to embed the assessment process, update planning and introduce updated white rose resources and assessment. Maths intervention to be done on day whenever possible.	Teachers to have detailed knowledge of their children, to intervene when necessary, to have a greater proportion of children at ARE or above. Deployment of T.A.'s for intervention.	Maths lead to monitor through book/planning scrutiny, lesson observations and pupil progress meetings.