

Pupil premium strategy statement (primary)

1. Review of expenditure £172, 057 (2016-17)

Previous Academic Year

2016 -2017 (July 2017)

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>The progress and attainment in maths, reading and writing for PP children is in line with non PP pupils leading to improved life chances</p>	<ul style="list-style-type: none"> Quality first teaching which identifies target children in all vulnerable groups Quality training for all teachers on questioning and challenge for pupils at all ability levels 	<p>Teachers and TA's are very knowledgeable about the children in their classes and can quickly identify children in vulnerable groups, their starting points, current attainment and next steps in learning. Children are clearly identified for support. Pupil surveys evidence that the majority of children enjoy their learning in all core areas of the curriculum. Lesson observations evidence that the quality of questions to the children has increased significantly as has the engagement of vulnerable children in the questioning.</p> <p>Good impact</p>	<p>Quality in-house staff training is invaluable to ensure a corporate approach to the teaching strategies for all. This has ensured all staff are improving their provision in the classroom for vulnerable groups. This training needs to extend to deeper questioning that particularly challenges and extends the more able vulnerable pupils. We have considered that the approach to intervention needs to focus much more on same day intervention so that there is an instant response to misconceptions and re-teaching prior to the next lesson to allow all gaps to be addressed. We feel that the more able children are possibly not being extended as much as they could be and would like to return to grouping in KS2. This will be planned carefully to ensure the vulnerable children receive outstanding teaching. This may require extra staffing in a year group that has been identified as having significant need in it's vulnerable groups.</p> <p><u>Next steps:</u> Same day interventions to address misconceptions at the point of teaching and learning.</p> <p>Additional teacher in Y5</p> <p>Ability grouping children in Y5/6 with outstanding teachers leading the learning for children with the lowest attainment</p>	<p>TA training: £1,728</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved in lesson behaviour and focus on learning leading to improved outcomes	<ul style="list-style-type: none"> 1:1 support for children with identified BESD needs. Use of external behaviour support worker for development of strategies for social/ emotional needs 	<p>A successful initiative in allowing most children to engage with the planned curriculum and make progress.</p> <p>Use of external behaviour support worker allows intensive support to be put in place for individuals and to support the parents with strategies</p> <p>Good impact</p>	<p>As a school we are seeing a significant increase in the number of mobile children arriving with complex/ BESD needs. We recognise that we need to increase the capacity of the behaviour support team to continue to make the excellent provision that is already in place.</p> <p><u>Next steps:</u> Appoint another key worker to the behaviour support team.</p>	<p>1:1 support: £47,747</p> <p>Behaviour support: + £2113+ £4,279</p> <p>EP: £855</p>
Children who are identified as below age related expectations on entry achieve in line with expectations in all areas of the profile on exit.	<ul style="list-style-type: none"> Talk/ Boost programme Small group interventions that focus on strands of PSED, reading and writing 	<p>A very successful intervention approach for the identified pupils with the great majority of them making the expected progress by the end of the year.</p> <p>Outstanding impact</p>	<p>The impact of this intervention was very evident. It is a 6 week programme that caters for 6 children at a time. We feel that more children could benefit from this programme if we begin it earlier in the year. We also need to capacity build in the delivery of this programme</p> <p><u>Next steps:</u> Train a second TA in the delivery of the programme Begin the intervention after October half term.</p>	<p>Talk boost training cost:</p>
<p>Attendance of all groups is above 96%</p> <p>Attendance of PP children is at least comparable to non PP pupils</p>	<ul style="list-style-type: none"> Provision of a 'care team' to support children with medical needs SENCO/Attendance support/EWO 	<p>The care team is a very successful initiative in maintaining children's attendance at school and allowing them to make good progress.</p> <p>Outstanding impact</p>	<p>We increased the involvement of the EWO across the year as there were cases of persistent absence/ lateness that needed further support. We are considering upgrading the level of support next year to further address the most concerning absentees that we currently have in the vulnerable groups.</p> <p><u>Next steps:</u> Increase the level of EWO involvement</p>	<p>EWO support: £1,724</p> <p>Care team cost: £11,820</p> <p>Attendance team £8,589</p>
The progress and attainment in maths, reading and writing for PP children is in line with non PP pupils leading to improved life chances	<ul style="list-style-type: none"> 1:1 tutor support for Y6 1:1 tutor for reading intervention in Y3 Small group SEN intervention Freshstart intervention in Y5/6 Rapid reads intervention in LKS2 Dyslexia testing tutor RWI interventions 	<p>Most of these individual interventions are both cost and time intensive but they have good impact on the children that receive the interventions. The impact is sometimes qualitative rather than quantitative but there is a noticeable impact on self esteem and self perception. They provide some children with the only reading support they have outside of taught lessons and this is invaluable.</p> <p>The class teachers also benefit from the expertise of the individuals delivering the interventions as they feed ideas back into the main</p>	<p>The small group SEN intervention sessions were much more effective in the second half of the year when the deputy SENCO worked closely with the SGSI tutor to plan, resource and monitor the sessions. This needs to be in place immediately in September.</p> <p>Updated training is required for Freshstart as there has been a change of staff.</p> <p>RWI interventions were particularly effective as the TA's are well trained and receive masterclass tuition/ support on a regular basis.</p> <p>The 1:1 Y6 tuition is also very effective but is a very big cost as it is delivered individually. We aim to change this to small group tuition that is delivered alongside the main English and Maths curriculum in Y6.</p> <p><u>Next steps:</u></p>	<p>1:1 tutor: £11,820</p> <p>Y3 reading intervention: £8,060</p> <p>Freshstart intervention: £1,2889</p> <p>Rapid reads intervention: £2,686</p>

		classroom so that the support extends beyond the intervention session. Good impact	Further Freshstart training Masterclasses in maths interventions Change 1:1 tuition in Y6 to small group tuition.	Dyslexia tutor: £9,671
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Mobile children have a smooth transition into the academy without losing progress in their learning	<ul style="list-style-type: none"> Service children provision Induction tutor Baseline testing tutor 	New children and parents to the school value this provision to aid a smooth transition into our school. Teachers are quickly able to make accurate and targeted provision to meet learning needs so lost learning time is reduced significantly. Good impact	We need to ensure that we are regularly reviewing what we are using for baseline testing as this needs to fit with our in school assessment cycle and provision. Moving forward we will use a gap analysis tool on entry baseline testing to give teachers better formative information on new children. <u>Next steps:</u> Use the gap analysis tool in PIRA and PUMA testing.	Induction tutor: £1,094 Baseline testing tutor: £3,224
PP children are equally represented in sporting opportunities through the academy PP children are enabled to access music and sporting opportunities outside of the academy PP children are funded to participate in outdoor and adventurous activities	<ul style="list-style-type: none"> Subsidising music/ sport provision Subsidising camps and trips/ wrap around care Cool Milk scheme 	This has been invaluable in ensuring some of our most deprived children and families have enrichment opportunities that would not ordinarily be available to them. All children have access to outdoor educational residential visits if they want to go. This significantly builds self esteem. Good impact	We are rigorous in monitoring participation in after school clubs and actively seek to promote opportunities for identified pupils. However, we now need to consider enrichment in a wider approach and consider the use of mentors from the world of work, youth university etc. This will require significant funding but may be the key to raising aspiration by allowing children to see life beyond their own community. <u>Next steps:</u> Introduce a mentoring scheme Re-introduce Youth university Create STEM opportunities	Trip subsidy/ Camp subsidy: £606 Wrap around care: £128 Cool milk: £1,080

There is a carry forward to next year of £18,225 as the school have identified that there will be a need to employ an extra teacher to a specific year group due to the extent of need and the need to provide further challenge to the more able. This has been acknowledged in the strategy document for 2107 – 2018.