

Pupil premium strategy statement Review of year 2016/17

1. Summary information					
School	Tutshill C of E Primary School				
Academic Year	2016/17	Total PP budget	£35820	Date of most recent PP Review	n/a
Total number of pupils	208	Number of pupils eligible for PP	21 (10%)	Date for next internal review of this strategy	April 2017

Annual Allocation for financial year		
Breakdown	Funding	Additional notes
Ever 6 pupils @ £1320	£14520	
Post looked after (PP+) ---pupils @ £1900	£19000	
LAC 2 pupils	£2300	Children are looked after by Monmouthshire Local authority. Wales do not have a pupil premium funding policy. Monmouthshire council provide funding for the children.
Total	£ 35820	

Overview of achievement for disadvantaged children. KS1 and KS2										
% at expected ARE in reading, writing and maths (will feature at end of year)	KS1 Disadvantaged At Tutshill (No FSM)	KS1 non disadvantaged At Tutshill	National disadvantaged	National not disadvantaged	Tutshill to National Gap	KS2 disadvantaged 1 FSM	KS2 non disadvantaged	National disadvantaged	National non disadvantaged	Tutshill to National Gap
ARE reading based on previous year final data	50% (2)	92.9% (28)	61%	78%	11%	0% (1)	83.9%	77%	77%	77%
ARE writing based on previous year final data	0% (2)	75%(28)	52%	71%	52%	0%(1)	80.6%	81%	81%	81%
ARE maths based on previous year final data	50%(2)	85.7% (28)	60%	78%	10%	0%	77.4%	80%	80%	80%
Key Stage 1					Key Stage 2					
The data for Tutshill school is based on two children. There are a number of statements within the Boxall Profile that children are assessed. Of these 60% were at least maintained with 40% improving.					The data for Tutshill is based on 1 child. There are a number of statements within the Boxall Profile that children are assessed. Of these 95% were at least maintained with 62% improving.					

Outside external data, children at Tutshill School that are classed as disadvantaged are assessed using Boxall Profile. The profile looks at social dispositions and emotional trends. The profile will change over time to show improvements.

EYFS

	Tutshill Disadvantaged (4)	Tutshill non disadvantaged pupils(26)
Overall Good level of Development	50%	76.7%
Average point score	2.0	2.3
Early Learning Goals Achieved		
Reading	100%	81%
Writing	75%	81%
Number	75%	85%
Shape Space Measure	100%	92%

Phonics

	2017 Tutshill non disadvantaged	2017 Tutshill disadvantaged	2017 national disadvantaged	2017 national non disadvantaged	2017 difference school disadvantaged and national non disadvantaged
Year 1 (1 child)	88.5%	100	68%	84%	+16%
Year 2 (1child)	100%	0%	No data available to date		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Emotional needs including attachment issues. Many of our pupils in receipt of pupil premium funding have complex needs resulting from emotional and attachment related difficulties.
B.	Social and communication skills. Many of our pupils in receipt of pupil premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with both adults and peers.
C.	Physical and health needs. A number of our children in receipt of pupil premium have difficulties with gross and fine motor control.
D	Behavioural issues within class and at less structured times.
E	Specific and individual learning needs

External barriers	
F.	Disadvantaged children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children, including those more able pupils will increase their engagement with their learning through developing trusting relationships with key staff	PP children will be encouraged to take responsibility for their own learning through reflection on strengths and needs. They will make as much progress as 'other' pupils in reading writing and maths across each key stage.

What evidence is there to show that PP children have increased their engagement with learning through trusting relationships with key staff?

All staff have developed coaching strategies to work with individual pupils. Individual feedback sessions have allowed pupils and teachers to address personal learning needs and work on strategies to develop learning. Feedback and coaching sessions offer opportunities for teachers to assess confidence levels and offer pupils the opportunity for quality first teaching on a 1-1 basis from the class teacher. Pupils set individual targets based on their own areas of interest and are encouraged to identify areas where they may need support, thus being supported to take responsibility for their learning. The individual feedback/target cards show many children meeting their personally set targets.

Children are developing effective and positive relationships with staff. This is evidenced through the pupil choice and the discussions children are having with staff. Children in the Busy Bee hive are aware that the qualified nurture staff are able to support their learning through focused teaching activities. The children are aware that they need to develop resilience and work independently to increase engagement with tasks. The skills that have been used in the Busy Bee hive are being seen in class and are also evidenced by the My Plan target setting process.

Evidence:
 My Plans and monitoring
 Ferre Leavers engagement observations
 Pupil conferencing dialogues.

B.	Through increased self-esteem, improved listening skills and a greater use of expressive language pupils will be able to interact more effectively in a range of situations and therefore show sustained progress.	Pupils within EYFS will make as much progress in PSED and CL as 'other' children. Pupils in KS1 And KS2 will make as much progress in reading writing and maths as 'other' children.
----	--	---

What evidence is there to show that pupil's progress is in line with that of non-disadvantaged pupils across the school?

The following data is drawn from the Early Learning Goals in the Early Years Foundation Stage.

EFYS Data EXP +	MR	MFB	SC/SA	L&A	U	S
Disadvantaged	75%	75%	100%	100%	100%	100%
Non disadvantaged	92%	92%	92%	92%	96%	92%

The 1 child who was working at the emerging level for the PSED scores started at a lower point than the rest of the class and made significant progress

across the year.

The child made 7TP of progress from their starting point.

The below table shows the progress in tracking points of ALL disadvantaged children in their sub-groups compared to non-disadvantaged children.

Points Progress KS1 and KS2	Disadvantaged	FSM and Ever 6	Disadvantaged no SEN	FSM and Ever 6 no SEN	Non disadvantaged
	22 children	9 children	11 children	7 children	188 children
Reading	3.4	3.4	3.2	3.3	3.9
Writing	2.4	1.2	2.6	2.3	3.6
Maths	2.2	1.7	2.2	1.6	3.1

Expected progress for children at Tutshill is 3 Tracking Points across the year. Children in receipt of PP make slightly less than expected progress in writing and maths. The above table shows the data of our sub groups based on the end of year data 16/17.

Nurture provision.

Many of the children in receipt of PP access nurture. Progress is measured using the Boxall assessment. The Boxall Profile consists of 20 statements. Children are assessed termly and the progress within these statements identified.

Seven children, in receipt of PP funding, across the school accessed nurture sessions and have a progress report.

	Lower than expected	Maintained scores	Improved scores
Percentage of assessment points	19%	29%	52%
Percentage of statements at least maintained and/or improved	81%		

C.	Improved gross and fine motor skills will ensure that pupils can work more effectively and efficiently especially with written work.	Improved handwriting will ensure that children can record their ideas more efficiently and will therefore make as much progress in reading writing and maths as 'other' children.
	What evidence is there to show that children have an efficient and effective handwriting style.	
	Scrutiny of books shows... The write from the start program was used with targeted children and rapid progress was made with fluency and pencil grip. The fizzy sessions followed by a number of PP children allowed gross and fine motor control to be targeted and improvements were evident in beginning and end assessments.	
D.	Pupils, who exhibit challenging behaviour, will be able to access the taught curriculum without disruption to themselves or others.	Fewer behaviour incidents reported for those children, reflected in increased progress as a result of engagement

		with learning.				
E.	What evidence is there of the impact of intensive behaviour support for individual disadvantaged children?					
	<p>The impact for individual children is significant and can be seen in the nurture provision and Boxall assessments. The extra provision provided by the school for individuals in need of extra 1-1 support ensured that the children were able to access education for the duration of the year. Support given also ensured a positive induction to secondary school. Educational Psychology services and additional professional groups were used to support individual children and address needs.</p> <p>All staff keep a behaviour log for all children. Throughout the year there was a reduced number of serious incidents being recorded in behaviour logs. There was less involvement with parents.</p> <p>Email trails show success at certain interventions being used which allow children to access the curriculum, e.g. focused in class work and Busy Bee Hive.</p> <p>The schools tracking system show tracking progress points being made.</p> <p>Exclusions decreased throughout the year.</p>					
F.	Support for children's individual learning needs will be addressed	Gaps in learning will be identified and support packages implemented to address these additional needs. Specific and sustained progress will be made in relation to these identified areas.				
What evidence is there that quality first teaching, in class and intervention groups, is resulting in sufficient progress for disadvantaged children?						
<p>The book scrutiny's show that the majority of the children are making progress from their starting points, even though this may not be at the ARE. Interventions are tracked each term and progress recorded. Interventions conducted show that the majority of children are making progress and achieving their 'I can...' statement in the pre and post intervention sheets.</p> <p>Nurture provision is monitored and tracked. Disadvantaged children are monitored termly and Boxall Profiles conducted. The end of the year assessments of these children show that disadvantaged children are making progress due to focused teaching with targets being identified from the Boxall Profile assessment. The learning and progress is also evidenced in class with focused teaching to these children, showing progress on STO</p> <p>Below is the teaching and learning profile across the school based upon lesson observations conducted by the Headteacher.</p>						
	Term 1	%	Term 3	%	Term 5	%
Outstanding	3	27%	3	38%	4	44%
Good	8, 5 of these had outstanding features.	73%	5, 4 of these with outstanding features. NO NQT	63%	5, 1 of these with outstanding features 1 bordering on RI NO YEAR 3	55%
Whole school judgement	Good		Good		Good	

Review of Expenditure			
Action	Impact	Cost	Future actions
<p>Quality first teaching Focus feedback/coaching sessions. High quality questioning</p> <p>Class based T.A's to target PP children's needs</p> <p>Boxall assessments used to identify individual needs and progress.</p>	<p>Target and achievement board completed with each child. Focused 1-1 coaching sessions used as a way to highlight achievement and address personal areas of need.</p> <p>Staff identify PP children within planning, noting which questions will be targeted towards them to move their learning forward.</p> <p>Planning identifies the PP children and the support that is needed within daily teaching and learning sessions.</p> <p>Nurture provision shows progress, other than academic, for those most vulnerable pupils.</p>	<p>Weekly 10min per child.</p> <p>Boxall assessment. Release time. Teacher and T.A.</p>	<p>Continue with this approach as a way of targeting individual children's needs.</p> <p>Continue with this approach. Plans to be monitored in line with target boards and feedback session notes</p> <p>Continue to have the PP children focussed on planning.</p> <p>Continue with Boxall assessment within nurture. Roll out Boxall assessment for the use of PP children who do not access nurture provision.</p>
<p>TA support for intervention</p>	<p>Lunch time nurture group provided support for children with emotional and social needs</p> <p>Socially speaking groups ran. This encouraged social interaction and led to better progress within CI and PSED for individuals with EYFS.</p> <p>English, Maths group interventions led to better progress for individuals. See intervention sheets for extra detail. Fizzy sessions, led to improved</p>		<p>Continue with lunchtime provision, extend to drop in café.</p> <p>Continue to train T.A.'s in the use of socially speaking and offer sessions as appropriate.</p> <p>Individual needs will be assessed on an ongoing basis to identify intervention needs.</p> <p>Reading eggs to be purchased again and time allocated within the</p>

	<p>coordination for individual children. Write from the start programme improved the handwriting allowing children to record their ideas/work more easily, leading to improved results. Reading eggs intervention. Improved scores for reading shown across the school Mathletics purchased.</p>		<p>timetable for PP children. Mathletics as a program was not as successful and not easily accessible with the learn pads. Investigate another maths intervention program for use with PP children.</p>
Behaviour support	<p>Nurture provision targeted support for individual children working on specific areas of need. Lunchtime nurture group Additional lunch time supervision</p>	<p>Training for nurture teacher. Nurture sessions. (how much)</p>	<p>Continue with nurture provision during learning time. Lunchtime nurture to become a 'drop in 'café'. Lunchtime supervision as appropriate to needs of the children.</p>
PP Lead	<p>PP Lead met with parents to discuss individual actions and needs. Resources and extra work for home provided as requested by parents.</p>	<p>2X day 3 times a year.</p>	<p>Continue to engage the parents in their child's educational and personal needs through thrice yearly meetings.</p>
Providing uniform	<p>Every child eligible for FSM is given a uniform voucher. All children have a feeling of belonging by wearing the logo'd uniform.</p>		<p>Continue to provide</p>
Music Lessons	<p>Every child eligible for FSM can do so, enriching their learning and offering opportunity beyond the taught curriculum.</p>		<p>Continue to offer group tuition</p>
Assistance with residential trips/ class based extra-curricular learning	<p>Every child eligible for FSM has the opportunity to attend trips. Children do not have to contribute to the costs of the trips. Learning for all children and opportunities start from a shared base point, regardless of individual wealth and experience</p>		<p>Continue to provide trips and class based enrichment activities for FSM children.</p>

Breakdown of Expenditure

	Cost	Percentage of budget
Quality First Teaching	£8747	24%
Targeted support	£7499	21%
Classroom support	£8371	23%
Nurture support	£9663	27%
Enrichment	£330	1%

BREAKDOWN OF EXPENDITURE

