



Pupil Premium Strategy & Statement Thakeham First School

Date approved by The Full Governing Body: January 2017

Review Date: July 2017

Signed

Headteacher: *S. Norton*

Chair of Governors: *A. Rini*

PUPIL PREMIUM STRATEGY 2016-17

Background to Pupil Premium

The government and research recognise that children who are from deprived backgrounds underachieve compared to their non-deprived peers. A government initiative is in place that provides extra funding for pupils who qualify in order to support schools to close the gap and enable pupils to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

School Context

Thakeham First School is a smaller than average First School serving pupils aged between four and ten years old from a wide rural/semi-rural catchment area including Thakeham, Storrington, Sullington, Ashington and Amberley. Our Pupil Admission Number is currently 14 per year group. As part of the STARS re-organisation of schools we will become a Primary School from September 2017 and will re-locate to a new site still within the parish of Thakeham.

We have high expectations of all learning and teaching and pride ourselves on nurturing and celebrating each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Our Super Learning Heroes encourage children to be:

- Positive, Persevering (Poppy);
- Co-operative Caring (Craig);
- Reflective, Reviewing (Ruby);
- Curious Questioning (Quinn)

These we feel are some of the key qualities of an effective learner. We expect everyone to receive the same high quality teaching and be a high learner irrespective of their sex, background or ethnicity.

Our School Evaluation Form and School Strategic Development Plans show the improvements and initiatives implemented since our last Ofsted inspection in October 2013. However, we are not complacent and focus relentlessly on continual improvement for all. We belong to the STARS group of schools who together with the Chanctonbury group of schools provide support and challenge for each other. We are proactive in seeking external verification of aspects of learning and teaching and regularly invite County and external consultants to conduct school reviews on specific areas for improvement. This is an important part of our school development to further improve standards.

Needs Analysis, Objectives of Pupil Premium Spending and Provision

We have identified a range of common barriers to learning that Pupil Premium children can experience. These include:

- weak speech, language and communication skills and other SEND
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

- less available support at home or ability to support
- complex family situations, sometimes with external services involved

Some of our children experience a combination of many of these issues and support is provided with individual needs in mind. At Thakeham First School we have very small numbers of children who are eligible for Pupil Premium Funding, though our commitment to improving the opportunities and outcomes for these pupils is high. As with all our support and intervention, it is personalised to meet individual needs to help overcome barriers to enable children to flourish. This year half (2/4) of our Pupil Premium pupils also have SEND, further impacting on achievement. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Some children in receipt of Pupil Premium funding have different needs and may be more able. Through needs analysis we will ensure that the funding is used to further develop and enhance their skills, knowledge and understanding and or provide other support to address other needs that may not have a positive impact on standards. This year we do not have any who fall into this category.

Our key objective in using the Pupil Premium Grant is targeted support to address individual pupil needs to narrow the gap between their achievement and that of other groups. Initially this will be in English and Maths. This support is provided in a variety of forms sometimes at different times of the year. Wherever possible the support chosen is linked to research relating to proven impact e.g. Provision typically could involve:

- small group work with an experienced teacher or TA focussed on overcoming gaps in learning
- 1:1 support
- additional teaching and learning opportunities provided through trained TAs or external agencies
- facilitating inter-agency working and meetings with parents
- acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics
- supporting children's social and emotional well-being as a pre-requisite for effective learning
- enabling access to educational visits and clubs

The impact of quality first teaching and learning (within the classroom) cannot be underestimated and so we will also use Pupil Premium funding to support whole class or whole school areas for development where relevant, thus having a positive impact on teaching and learning of targeted children and the wider school community.

Each year we set objectives for the use of Pupil Premium Grant and publish information on our school website to show how we have used this to address these objectives and the impact of the funding (see Pupil Premium Strategy Statement)

Impact of Pupil Premium funding is rigorously assessed through a variety of means including:

- tracking progress and achievement via Assessment for Learning techniques, Pupil Progress meetings and SIMS assessment system. This also enables us to identify gaps in learning and address these on an ongoing basis and so our objectives and funding may need to alter in response
- progress with reading/writing/maths/ILP targets
- observations of children and staff
- monitoring of lessons, pupil work and planning

- attendance data
- pupil voice
- reports from external agencies.

Roles & Responsibilities

The Inclusion Co-ordinator and the Headteacher will work together to ensure the Pupil Premium Grant is allocated according to the Pupil Premium Strategy Statement, its impact measured and evaluated regularly. Classteachers and Teaching Assistants will ensure they are aware of the Pupil Premium children in their class and ensure they support the Pupil Premium Strategy and Statement. The Governors will also play a lead role in monitoring this and hold the school to account. Please refer to our website for the Pupil Premium Strategy Statement.

Thakeham First School Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Thakeham First School				
Academic Year	2016/17	Total PP budget available	£10,030	Date of most recent PP Review	07/16
		Predicted PP spend		Actual PP budget spent £9666.24 (carry forward £363.76)	
Total number of pupils	83	Number of pupils eligible for PP	4 (rose to 6 in year)	Date for next internal review of this strategy	07/17

2. Attainment at the end of previous academic year 2015-16)			3. Predicted Attainment at the end of this academic year 2016-17	
	Number & % of PP who achieved the expected standard (EYFS to Y5)	Number & % of Non-PP who achieved the expected standard (EYFS to Y5)	Number & % of PP predicted to achieve the expected standard (EYFS to Y5)	Number & % of Non-PP predicted to achieve the expected standard (EYFS to Y5)
Reading	2/4 (50%)	61/68 (90%)	2/4 (50%)	54/69 (78%)
Writing	1 /4 (25%)	54/68 (79%)	1/4 (25%)	53/69 (77%)
Maths	2/4 (50%)	58/68 (85%)	2/4 (50%)	53/69 (77%)

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	2 out of 4 (50%) of PP pupils are on the SEND register and have speech and language and writing/reading/maths difficulties
B.	Autumn 1 progress data shows 1 out of 2 (50%) of non-SEN PP pupils are underachieving in reading, writing (weak phonics and spelling), maths
C.	Self-esteem and confidence and emotional well-being (related to D & E)
5. External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Support for home learning and parental engagement in school life
E.	Complex home/family difficulties
F.	Attendance for ¼ of the pupils

6. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> • PP pupils with SEND to make at least expected progress in reading/writing/maths. • Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes 	<ul style="list-style-type: none"> • 3 steps of progress or more made as shown in School Analytics • Increase in number of objectives achieved from current academic year PoS, some evidence of 'catching up' in comparison to previous year • Most if not all ILP targets met • Progress evident in pupil work (books)
B.	<ul style="list-style-type: none"> • Non-PP and non-SEND pupils to make at least expected progress in reading/writing/maths. • Non- PP pupils with SEND to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes 	<ul style="list-style-type: none"> • 3 steps of progress or more made as shown in School Analytics for reading/writing/maths • Pupil targets achieved in reading/writing/maths and for 1 pupil increase in number /proportion of writing targets in comparison to previous year • Progress evident in pupil work (books)
C.	Promote the holistic development of learners, fostering resilient, confident, independent learners (in line with our School Vision and Super Learning Heroes).	<ul style="list-style-type: none"> • Pupils show resilience when attempting activities and persevere when encountering challenges • Pupils are able to identify their strengths and feel positive about their achievements • Increased confidence both when working independently and working collaboratively • Pupils develop life skills through outdoor and practical activities • Pupils access extra-curricular activities which support the above and promotes health and well-being • All of the above provide a sound foundation for improving educational outcomes

D.	Improve parental engagement in school life and understanding of how to support to help their children's learning.	<ul style="list-style-type: none"> • Parents of SEND pupils to attend ILP review and target setting meetings and be an active part of the process • Parents to attend workshops and school open sessions and celebrations as per school calendar wherever possible • Parents to attend Parent Consultations 2-3 times a year • As a result of the above parents are better placed to support learning at home • Reading Records show children being heard read in line with Home Learning Policy • Provision of in-school Home Learning support for pupils in more challenging circumstances
E.	Identify and promote access to support for families in difficult circumstances.	<ul style="list-style-type: none"> • Families are signposted to services via Early Help etc to support as needed • See also C & D
F.	Pupil Premium Pupils' attendance improves to at least 95% with aim of meeting school target of 96%	<ul style="list-style-type: none"> • Termly attendance letters to parents show improved attendance over time • Attendance targets met • Educational outcomes improve as children have greater access to learning • Additional incentives considered as part of whole-school Attendance Policy updates

7. Planned expenditure					
Academic year		2016-17			
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	Costing/When will you review implementation?
A/B Peter- phonics support= £458.06 Peter social skills= £458.06	<p>Strengthening of approach to phonics to improve ability and confidence in reading and spelling. See SSDP.</p> <p>Training of key staff in RWI approach. Opportunities to see RWI in other schools.</p> <p>Cascade training to all staff involved.</p> <p>Purchase of new RWI books and resources and guided reading books.</p> <p>Setting of children in Phonics.</p> <p>Additional TA costs to effectively deliver RWI and support application in class work.</p>	<p>RWI is a chosen current EEF (Education Endowment Foundation) research project and has had a positive impact on reading/spelling in many schools across the country (see RWI website). It has had a positive influence in the past in our school, however change of staff and limited resources have been limiting factors in pupils enjoying the full benefit of this intervention.</p> <p>Investing in staff training and resources it is hoped will re-invigorate our phonics teaching and learning and improve outcomes at the end of the year and in Y1 Phonics Screening Check.</p> <p>EYFS and Y1/2 cohorts need strengthening of phonic knowledge, especially given National Curriculum expectations.</p>	<ul style="list-style-type: none"> • Staff attendance at official RWI training • Cascade training • Opportunities to see other practitioners teach RWI • Embedded in SSDP as a priority area • Monitoring scheduled as part of review • Performance Management target for EYFS and KS1 staff • Governor visits linked to Phonics teaching and learning session and workshop sessions for parents 	EYFS teacher and TA with support from English Curriculum Leader	<p>£100 for all staff training costs (to include courses and costs linked to cascade training and visits to other schools). £100 spent on RWI training (savings made as 2 staff members joined training at another school). £1900 for all new RWI resources and new guided reading books and materials. £1872.59 on RWI resources and new guided reading books.</p> <p>£65 for additional TA to facilitate Phonics groups. £65</p> <p>See SSDP for monitoring and review dates.</p>
Total budgeted cost					£2,065 £2037.59 actual spend

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	Costing/When will you review implementation?
A	Targeted ILP intervention support using programmes with trusted, known impact and or personalised programmes e.g. 1 st Class @ Number, Write from the Start etc, additional RWI sessions, Playground Games Intervention etc.	<p>Sutton Trust (EEF) has shown that Teaching Assistants have most impact when their support is targeted to identify individual needs.</p> <p>A number of quality interventions have been implemented to address gaps relating to SEND needs and form part of their ILP support.</p>	<ul style="list-style-type: none"> • Training of TAs • Record keeping system in place • Regular monitoring by Inclusion • Termly reviews of ILPs • Monitoring of impact on closing the gaps in National Curriculum PoS 	Inclusion Co-ordinator	<p>£1,250 towards cost of TA support to deliver interventions. £1,250</p> <p>£900 (Supply) teacher costs (ex-staff member) to run Phonics and Playground Games Intervention £916.12</p> <p>Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews).</p>
A/B	Focused writing and maths support groups led by qualified teacher.	<p>For SEND/PP and non-PP there are clearly identifiable gaps in the learning. Using these as targets children to receive small group support with qualified teacher to support accelerated progress.</p> <p>This is in addition to usual Maths/English and any SEND input to ensure children are not missing out on current objectives being taught in class. Sessions planned with individual needs in mind and carefully evaluated to identify progress and next steps.</p>	<ul style="list-style-type: none"> • Planning and preparation and assessment time built into programme of support on a weekly basis. • Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews). • Termly reviews with Inclusion Co-ordinator and classteachers. 	Inclusion Co-ordinator and Y4/5 TA (qualified, retired teacher)	<p>Monitoring of sessions and files (see SSDP for Inclusion and Termly Overviews).</p> <p>£1, 680 (2 terms of support Aut 16 – Spr 2017)</p> <p>£600 2 hr support (1:1) Summer 1</p> <p>£2,262 for additional teacher support.</p> <p>£1,036 (4 hr a week support (1:1) Summer 2 for 7 weeks £1036</p>

<p>D/E/F</p>	<p>Using previous approach linked to 'Achievement for All' 'Structured Conversation' approach to be a vehicle for identifying ways in which home and school can work more closely together for PP pupils and for these parents to access opportunities provided in school for them to support their child(ren) with learning outside of school</p> <p>Home Learning Support (provided in-school)</p>	<p>Termly meetings with Inclusion Co-ordinator and parents to discuss:</p> <ul style="list-style-type: none"> • Key calendar dates for workshops, open class sessions, celebrations etc to encourage attendance at these and develop understanding of school expectations and how parents can support their child at home • Identification of other needs and support as needed e.g. Early Help/Think Family • Attendance review • ILP targets and reviews (where appropriate) • Progress review <p>Provision of Home Learning Club for those who continue to experience circumstances where access to quiet learning time at home is challenging. Run by TA.</p>	<ul style="list-style-type: none"> • Termly dates planned in • Early Help training for Inclusion Co-ordinator • TA to liaise with classteachers and understand Home Learning Policy to ensure expectations are met • Monitoring of Home Learning – book scrutiny and pupil conferencing 	<p>Inclusion Leader and Headteacher (& TA)</p>	<p>£250</p> <p>£188 supply costs to facilitate meetings.</p> <p>£202.50 costs for TA to lead Home Learning Club.</p> <p>Termly review and monitoring.</p>
<p>Total budgeted cost</p>					<p>£5,716</p> <p>£5,854.62 actual spend</p>

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	Costing/When will you review implementation?				
C	Forest School Sessions (3 days)	<p>The underlying philosophy of the Forest School approach supports our school vision and work on Super Learning Heroes (character/social/emotional learning). EEF has funded research into the links between a strong emotional 'foundation' for children and academic attainment. It is our belief that children learn best when they are happy, confident, resilient individuals who are prepared to 'take risks' with their learning.</p> <p>Majority of our PP children face challenges in their learning at school and challenging circumstances at home. Sessions will be tailored to link with developing key skills in children to support self-esteem, confidence and perseverance which will aim for the children to transfer to their class based learning, though in our youngest class we are planning to develop a greater emphasis on outdoor learning to engage all (but especially boys)</p>	<ul style="list-style-type: none"> Co-planned between experienced Forest School leader who has worked with our school in the past and is familiar with our vision and pupils and teachers Sessions linked to topic learning and identified development of key 'life' or SLH skills 1 session focused on PP children Use of questionnaires to assess impact of Forest School work Monitoring of academic progress and attainment 	Headteacher	<p>£1,320 £1540 for ½ day per class and focus morning for family of 3 PP children. Reviews following sessions.</p>				
	Extra-curricular clubs					Supporting access to extra-curricular clubs through funding some of these enables our PP children to develop key aspects of social/emotional development and develops 'life' skills e.g. cookery club.	<ul style="list-style-type: none"> Clear communication of intended outcomes to staff leading these clubs and visits Use of questionnaires/pupil conferencing to assess impact 	Inclusion Co-ordinator	<p>£550 (clubs & visits) Reviews following visits or ½ term of club. £234.04</p>
	Educational Visits (including residential)					This facilitates access to opportunities to develop and embed classroom learning.			
Total budgeted cost					£1, 870 £1774.04 actual spend				
OVERALL TOTAL SPEND FOR PUPIL PREMIUM 2016-17 = £9666.24									

8. Review of expenditure 2016-17 July 2017

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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>A) PP pupils with SEND to make at least expected progress in reading/writing</p> <p>B) Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and achieve at least their predicted outcomes</p>	<p>Strengthening of approach to phonics to improve ability and confidence in reading and spelling. See SSDP.</p> <p>Training of key staff in RWI approach. Opportunities to see RWI in other schools.</p> <p>Cascade training to all staff involved.</p> <p>Purchase of new RWI books and resources and guided reading books.</p> <p>Setting of children in Phonics.</p> <p>Additional TA costs to effectively deliver RWI and support application in class work.</p>	<p>Review of completed actions</p> <ul style="list-style-type: none"> An EYFS teacher and TA have attended RWI training (2 days). This was cheaper than planned as we were lucky enough to join a local school's training who had paid for a RWI trainer. The training has ensured the implementation has been highly structured and to a high standard. The lead teacher has delivered cascade training to other relevant TAs and teachers. An additional TA has been recruited to facilitate the phonics groups. The children completed an initial RWI phonics assessment and were grouped according to ability. The groups were regularly re-organised as children progressed throughout the year. New RWI resources and new guided reading books purchased to enable RWI to be implemented effectively and children to be able to use resources to support their learning. <p>Success Criteria</p> <ul style="list-style-type: none"> 3 steps of progress* or more made as shown in School Analytics or more made as shown in School Analytics for reading/writing <p>* Expected progress</p> <table border="1"> <thead> <tr> <th colspan="6">Progress in Reading & Writing: Pupil Premium Pupils in EYFS to Y3 involved in RWI programme</th> </tr> <tr> <th></th> <th>READING SEND /3</th> <th>READING Non-SEND /1</th> <th>WRITING SEND /3</th> <th>WRITING NON-SEND /1</th> <th></th> </tr> </thead> <tbody> <tr> <td>Less than expected</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> <td></td> </tr> <tr> <td>Expected</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td>More than expected</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>2/3</td> <td>1/1</td> <td>1/3</td> <td>1/1</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Non-SEND PP pupil participating in RWI made expected progress in Reading and Writing. 2/3 PP pupils who have SEND made expected progress in Reading. The pupil who did not also did not make expected progress in Writing. Other vulnerability issues. <p>Wider school impact NON PUPIL PREMIUM PUPILS (EYFS to Y3 involved in RWI programme):</p> <ul style="list-style-type: none"> 28/29 (97%) made expected progress in Reading (only pupil who didn't has SEND – 	Progress in Reading & Writing: Pupil Premium Pupils in EYFS to Y3 involved in RWI programme							READING SEND /3	READING Non-SEND /1	WRITING SEND /3	WRITING NON-SEND /1		Less than expected	1	0	2	0		Expected	2	0	1	0		More than expected	0	1	0	1			2/3	1/1	1/3	1/1		<p>RWI training has been successful in improving teaching and learning of Phonics overall for EYFS to Y2 and the EYFS teacher has shown great capacity for leading this. TAs however need further training and support to ensure teaching and learning are consistently 'Good'.</p> <p>We will look to use Pupil Premium funding to ensure all TAs leading this intervention are trained in the RWI programme next year (as well as other relevant teachers).</p> <p>In this group of PP pupils receiving RWI support, 3 /4 pupils have SEND which does impact data further.</p>	
Progress in Reading & Writing: Pupil Premium Pupils in EYFS to Y3 involved in RWI programme																																								
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application for EHCP made)

- 25/29 (86.2%) made expected progress in Writing. ¾ pupils who didn't, have SEND and 1 is EAL (joined school for the first time Sept 2016).

Outcomes for PP pupils with SEND taking part in RWI:

Reading: 2/3 met their predicted targets

Writing: 2/3 met their predicted targets

It is the same pupil who did not in Reading and Writing. They joined the school this academic year (had not achieved 'expected' outcomes in previous school.)

Outcomes for non-SEND PP pupils taking part in RWI:

Reading: pupil met their predicted targets

Writing: pupil met their predicted targets

Achievement of ILP targets for pupils using RWI (Pupil Premium pupils who are also SEND)

Autumn term: 7/8/ met/partially met; 1/8 not met (2 pupils)

Spring term: 5/6 met/partially met; 1/6 not met (2 pupils)

Summer term: 9/9 met/partially met (3 pupils)

Achievement of ILP targets - Wider School Impact of pupils using RWI (SEND non-pupil premium pupils)

Autumn term: 22/24 met/partially met; 2/24 not met (6 pupils)

Spring term: 17/22 met/partially met; 5/22 not met (7 pupils)

Summer term: 21/21 met/partially met; (7 pupils)

Increase in number of objectives achieved from current academic year PoS, some evidence of 'catching up' in comparison to previous year:

Can only draw on evidence of 1 pupil as 1 pupil is EYFS (not yet using Nat Curriculum PoS, another is Year 1, so first year of Nat Curriculum PoS – cannot compare to previous EYFS curriculum) and 1 pupil started this year and we do not have information from previous school regarding PoS previously achieved. So for the 1 pupil there is a 29% improvement in grades for Reading PoS.

Progress evident in pupil work (books) and teacher feedback

By the end of the year there are 3 Pupil Premium pupils currently involved in RWI. All responded well to the group work. They are confidently spelling and reading words in the session, though need to apply in other lessons. It is helping with confidence and the pupils are more prepared to have a go. The other pupil is working well in this group and is confident with their learning. There is a positive impact seen through reading, spelling and handwriting.

Of the 2 PP pupils (age) eligible for Phonics screening assessment, 1 is Y2 and re-took Phonics screening test and scored 36/40 so 'working at' (SEND); 1 pupil scored 3/40 so will re-take next year (SEND pupil).

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																																														
<p>A) PP pupils with SEND to make at least expected progress in reading/writing/maths.</p>	<p>Targeted ILP intervention support using programmes with trusted, known impact e.g. 1st Class @ Number, Write from the Start etc.</p> <p>Led by Teaching Assistants and monitored by Inclusion Co-ordinator.</p>	<p>Across the 3/5 SEND PP pupils have engaged in a number of different interventions. .</p> <table border="1" data-bbox="631 331 1619 592"> <thead> <tr> <th>Autumn 2 – Spring 2</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Speech & Language support</td> <td>Writing and spelling</td> </tr> <tr> <td>1st Class@Number</td> <td>Social Skills/Playground Games</td> </tr> <tr> <td>Phonics booster</td> <td>Developing memory</td> </tr> <tr> <td>Developing memory</td> <td>Phonics booster</td> </tr> <tr> <td>Times Tables</td> <td>Reading</td> </tr> <tr> <td>Phonics</td> <td>Fresh Start Phonics</td> </tr> <tr> <td></td> <td>HFW spellings</td> </tr> </tbody> </table> <p>Success Criteria</p> <p>1. 3 steps of progress or more made as shown in School Analytics or more made as shown in School Analytics for reading/writing/maths</p> <p>* Expected progress = 3 steps across an academic year/3 terms</p> <table border="1" data-bbox="631 715 1559 938"> <thead> <tr> <th colspan="3">Progress in Reading: SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)</th> </tr> <tr> <th>Progress</th> <th>SEND/3</th> <th>Total /3</th> </tr> </thead> <tbody> <tr> <td>Less than expected</td> <td>1</td> <td>1</td> </tr> <tr> <td>Expected</td> <td>2</td> <td>2</td> </tr> <tr> <td>More than expected</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>SEND Pupil Premium Pupils Impact (for 3 pupils receiving intervention support):</p> <p>Reading</p> <p>2/3 made expected progress (vulnerability issues with the pupil who did not) Pupil</p> <table border="1" data-bbox="631 1074 1559 1326"> <thead> <tr> <th colspan="3">Progress in Writing: Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)</th> </tr> <tr> <th>Progress</th> <th>SEND/3</th> <th>Total /3</th> </tr> </thead> <tbody> <tr> <td>Less than expected</td> <td>2</td> <td>2</td> </tr> <tr> <td>Expected</td> <td>1</td> <td>1</td> </tr> <tr> <td>More than expected</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Pupil Premium Pupils Impact (for 4 pupils receiving intervention support):</p> <p>Writing</p> <ul style="list-style-type: none"> 1/3 made expected progress (vulnerability issues with 1 pupil who did not) 	Autumn 2 – Spring 2	Summer	Speech & Language support	Writing and spelling	1 st Class@Number	Social Skills/Playground Games	Phonics booster	Developing memory	Developing memory	Phonics booster	Times Tables	Reading	Phonics	Fresh Start Phonics		HFW spellings	Progress in Reading: SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)			Progress	SEND/3	Total /3	Less than expected	1	1	Expected	2	2	More than expected	0	0	Progress in Writing: Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)			Progress	SEND/3	Total /3	Less than expected	2	2	Expected	1	1	More than expected	0	0	<p>We found Maths interventions that were personalised to address specific gaps in pupils' understanding were more effective than 1st Class@Number as they were tailored to individual needs.</p> <p>We will look to reduce the number of interventions next year and have a bigger focus on pre/post teaching support – again specifically tailored to individual needs.</p>	
Autumn 2 – Spring 2	Summer																																																	
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Progress in Maths: Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)		
Progress	SEND/3	Total /2
Less than expected	1	1
Expected	1	1
More than expected	0	0

**Pupil Premium Pupils Impact (for 3 pupils receiving intervention support):
Maths**

- 1 /2 of these made expected progress

Achievement of ILP targets (2 SEND Pupil Premium pupils) for those who received Reading intervention: 3/3 targets met/partially met.

Achievement of ILP targets (3 SEND Pupil Premium pupils) for those who received Writing intervention:3/4 targets met/partially met.

Achievement of ILP targets (3 SEND Pupil Premium pupils) for those who received Maths intervention: 3/3 targets met/partially met.

<p>A) PP pupils with SEND to make at least expected progress in reading/writing/maths.</p> <p>B) Non-SEND PP pupils to make at least expected progress in reading (especially phonics), writing (especially spelling) and Maths, and achieve at least their predicted outcomes</p>	<p>Focused writing and maths support groups led by qualified teacher.</p>	<p>See previous sections for impact on SEND PP pupils.</p> <p>Non-SEND PP pupils:</p> <table border="1" data-bbox="629 159 1559 411"> <thead> <tr> <th colspan="3">Progress in Writing: Non SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)</th> </tr> <tr> <th>Progress</th> <th>Non SEND/1</th> <th>Total /1</th> </tr> </thead> <tbody> <tr> <td>Less than expected</td> <td>0</td> <td>0</td> </tr> <tr> <td>Expected</td> <td>0</td> <td>0</td> </tr> <tr> <td>More than expected</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Non-SEND PP pupil made greater than expected progress in Writing <table border="1" data-bbox="629 539 1559 791"> <thead> <tr> <th colspan="3">Progress in Maths: Non SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)</th> </tr> <tr> <th>Progress</th> <th>Non SEND/1</th> <th>Total /1</th> </tr> </thead> <tbody> <tr> <td>Less than expected</td> <td>1</td> <td>1</td> </tr> <tr> <td>Expected</td> <td>0</td> <td>1</td> </tr> <tr> <td>More than expected</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Non-SEND PP pupil made less than expected progress in Maths (vulnerability issues) 	Progress in Writing: Non SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)			Progress	Non SEND/1	Total /1	Less than expected	0	0	Expected	0	0	More than expected	1	1	Progress in Maths: Non SEND Pupil Premium Pupils receiving Intervention Support (End of summer '16 to Spring 1 2017)			Progress	Non SEND/1	Total /1	Less than expected	1	1	Expected	0	1	More than expected	0	0	<p>Again intervention tailored to the individual was seen to be more effective in supporting progress.</p>	
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<p>D) Improve parental engagement in school life and understanding of how to support to help their children's learning.</p> <p>E) Identify and promote access to support for families in difficult circumstances.</p> <p>F) Pupil Premium Pupils' attendance improves to at least 95% with aim of meeting school target of 96%</p>	<p>Using previous approach linked to 'Achievement for All' 'Structured Conversation' approach to be a vehicle for identifying ways in which home and school can work more closely together for PP pupils and for these parents to access opportunities provided in school for them to support their child(ren) with learning outside of school</p> <p>Home Learning Support (provided in-school)</p>	<p>D) Meetings with Pupil Premium parents were carried out during the Autumn term to discuss:</p> <ul style="list-style-type: none"> • the funding and proposed support; • expected outcomes in terms of learning and attendance targets and strategies to support emotional well-being • links to ILP targets or class targets (to avoid setting too many). <p>As 3/6 of the pupils are SEND, progress towards PP targets were reviewed at these meetings as well as parent/teacher evening appointments. 3 pupils are from the same family making communication easier. Parent attendance at parent/teacher evenings and ILP has been very good. Non-attendance has been followed up and alternative appointments successfully made.</p> <p>Parent attendance at key events/information sessions has been encouraged and publicised. Such attendance has been limited when it involves information sharing/workshops but better if a child is sharing/performing. Needs further focus.</p> <p>E) Due to challenging circumstances for 3 out of the 6 Pupil Premium pupils, formal meetings have been held around twice a term to review progress and emotional well-being also. A number of external agencies have been involved in this as part of a statutory process.</p> <p>3/6 Pupil Premium pupils have attended Home Learning support club once a week before school on a regular basis. It has enabled them to complete home learning in a timely and organised manner. Pupils, parents and teachers have found this beneficial.</p> <p>Access to Play Therapy has been requested for 3 pupil premium pupils due to challenging circumstances which should be funded via Early Help.</p> <p>F) Attendance for pupils premium pupils:</p> <ul style="list-style-type: none"> • Pupil A 95.26% • Pupil B 96.01% (SEND) • Pupil C 93.35% (SEND) • Pupil D 96.54% • Pupil E 89.44% • Pupil F 96.28% <p>Average Pupil Premium attendance = 94.48% (0.52% short of PP target and 1.52% short of school target). Impact of new pupil joining 09/16 whose attendance has not been above 90% in previous schools for past 2 years.</p>	<p>Engagement with families was helpful in engaging learners.</p> <p>Due to statutory process that needed to be followed, access to emotional support has been possible.</p> <p>Further work needed in supporting good attendance by PP/SEND pupils.</p>	
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ii. 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
C) Promote the holistic development of learners, fostering resilient, confident, independent learners (in line with our School Vision and Super Learning Heroes).	<p>Forest School Sessions (3 days)</p> <p>Spring term 2017 focus (PP funded) with follow up sessions in the Summer term 2017 (3 days)</p> <p>Extra-curricular clubs</p> <p>Educational Visits (including residential)</p>	<p>For each class the Forest School Leader worked with the classteacher to focus on development of outdoor skills, whilst also developing skills linked to our vision/super learning heroes and particular skills to support social/emotional well-being of our pupil premium children (and others). The themes of the sessions were also linked to the class topics. Teachers reported this had a positive impact on engagement in their learning and helped support better quality writing through experiencing the topic through all of their senses outdoors.</p> <p>An extra Forest School session was also organised to support pupil premium siblings together as a group. See quote from Forest School Leader:</p> <p>"I was impressed with the way xx helped xx with the fire building exercise. xx soon morphed from "cant do it" to "look how well I can do it!". They all worked well together on this and they loved using the sparkers!</p> <p>They also relished marshmallow toasting and cutting disks with the saw and drilling to make their creations. In addition to the planned activities one sibling decided to make a woodland medal as a gift for his Mum."</p> <p>Pupils attended between 2-3 clubs which supported their physical development and social skills.</p> <p>A residential and at least 1 offsite visit were funded which they enjoyed and shich supported their topic work and work linked to our Super Learning Heroes.</p>	<p>This supported our work linked to our vision and Super Learning Heroes as well as topic linked writing. We will continue with this once we have re-located and established an onsite area.</p>	

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.