



PUPIL PREMIUM GRANT EXPENDITURE

2016 - 2017

OVERVIEW

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

KEY INFORMATION

- The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever6 FSM').
- Schools also receive funding for children who have been looked after continuously for more than six months.
- A smaller amount is allocated for the children of service personnel, to fund an additional support that may be needed for their emotional and social well-being.
- The initial funding in 2011-12 was £488 per pupil from Reception to Year 6 who were eligible for free school meals and for children in care who had been continuously looked after for six months, with £200 per pupil for the children of service families.
- Since then, the funding available to schools has been steadily increased with the amount per eligible child now at £1320 for the academic year 2016-17.
- It is for schools to decide how the Pupil Premium is spent. The government acknowledges that it is schools that 'are best placed to assess what additional provision their pupils need' (DfE 2013).
- Schools are accountable for how they use the additional funding to support pupils from low-income families.
- From September 2014, it became statutory that information about annual Pupil Premium income and expenditure be published on school websites.



CONTEXT OF SCHOOL

St. Mary's Catholic Primary School is a single form entry school within the St. Mary's Ward of Bodmin, Cornwall. Our Multiple Deprivation Score of 27.16 puts our school in the most deprived 20-30% of the 'Lower Super Output' areas nationally. We have a maintained Nursery which is very much a part of our school.

We have high aspirations and ambitions for all our children and strongly agree with the view of John Dunford: that 'no young person, by virtue of their birth, should necessarily achieve less than others...' (*Sir John Dunford, National Pupil Premium Champion*). We believe that one of the biggest barriers for our children can be poverty of expectation and so are determined to ensure that our children are given every opportunity to realise their full potential.

At St. Mary's, 24% of our children are eligible for FSM (or have been in the last 6 years). 22% of these children are currently on our record of need and 7% have EAL. However, we see our diverse community as a strength and we are committed to ensuring that the challenges we face are mitigated so that all pupils can reach their full potential. We don't believe in there being 'one size fits all' so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

We are aware that the Pupil Premium funding represents a significant proportion of our budget and are committed to ensuring it is spent to maximum effect.

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all pupils, including those identified as being eligible for the Pupil Premium.
- We know that it is not the funding itself that will reduce attainment gaps but how effectively we use it.
- The funding will be used to close the gap between the achievement of disadvantaged pupils and their peers both in school and nationally.
- The Pupil Premium Grant (PPG) will be used to provide additional educational support to improve progress and to raise the standard of achievement for these pupils.
- We recognise that some pupils who are not in receipt of the funding may have significant barriers to learning. We reserve the right to allocate the Pupil Premium funding to support **any** pupil who has legitimately been identified as being disadvantaged or vulnerable and at risk of not achieving as well as their peers.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- We will be mindful of the fact that eligibility and take up of FSM does *not* equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Pupil Premium funding will be allocated on a needs basis, linked to an analysis of outcomes for individual pupils. Not all children who receive free school meals will be in need of intervention. In some cases, additional learning or social opportunities may be a necessary alternative.
- No two pupils in receipt of the PPG have the same needs. Each child should be viewed as an individual.



STRATEGIES

The staff and governors will:

- ensure Pupil Premium income and expenditure is clearly identifiable within the school budget;
- encourage take up of FSM by working proactively with parents and carers, in a sensitive and supportive manner, to remove any potential barriers or stigma attached to claiming FSM;
- use the latest evidenced-based research* on strategies which best work to narrow attainment gaps, adapting these as necessary to meet the needs of our pupils;
- ensure all staff understand their responsibilities in narrowing the attainment gaps of their pupils;
- decide how the Pupil Premium is spent for the benefit of entitled pupils;
- assess what additional provision should be made for individual pupils;
- be accountable for how the additional funding has been used to support the achievement of those pupils covered by the Pupil Premium and how effective this has been in achieving its aims;
- track the impact of strategies put into place through the funding;
- monitor, evaluate and review the success of the impact of the Pupil Premium funding;
- continue to develop strategies and interventions which will improve the progress and attainment of these pupils;
- publish information annually on the school website about Pupil Premium income and expenditure, together with a summary evaluation of outcomes and impact.

To be reviewed: September 2017

**THE SUTTON TRUST: Teaching and Learning Toolkit - a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit covers approaches summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. This is a 'live' resource which is updated regularly as high-quality research becomes available.*



How we spent the Pupil Premium Grant (PPG) last year and the impact did it had?

Last year we received **£70,140**. Below you can see how we spent this money, what **impact** we think it had and the lessons we have learnt.

Strategies adopted by school in 2015-16	Impact on learning and progress	Lessons learnt and implications																	
<p>1. Early Years Intervention</p> <table border="1" data-bbox="159 571 563 683"> <tr> <td data-bbox="159 571 316 683">+ 6 months</td> <td data-bbox="316 571 563 683"> <ul style="list-style-type: none"> £9,152 £26,460 £2,500 </td> </tr> </table> <ul style="list-style-type: none"> - Two EAL TAs work with our youngest children in Nursery and Reception to pre-teach key vocabulary and support the class teacher in making sure parents with little or no English can best support their children's learning development. - Our nursery is led by a full-time fully qualified and much experienced teacher. Her expertise is disseminated across the Early Years with approaches such as 'OWLing' supporting the assessment and next steps put in place for pupils. - Consultant support (X5 visits) for implementation of Early Years Improvement Plan. Focus on closing the gap for disadvantaged pupils to achieve GLD by end of Reception Year. Focus on Boys in particular. 	+ 6 months	<ul style="list-style-type: none"> £9,152 £26,460 £2,500 	<p>The impact of these strategies has been felt most positively in Reception where the deployment of an EAL T.A. in conjunction with a carefully planned phonics approach has led to a significant increase in % pupils achieving the GLD. Furthermore, pupils are better prepared for the national curriculum in maths as the transition from EYFS to Year 1 and predictions for Year 1 phonics screening pass 2017 are expected to continue an upward trend.</p> <table border="1" data-bbox="622 1153 970 1496"> <thead> <tr> <th data-bbox="622 1153 726 1339">St. Mary's GLD</th> <th data-bbox="726 1153 829 1339">% of all pupils who achieved the GLD</th> <th data-bbox="829 1153 970 1339">% of pupils in receipt of the PPG who achieved the GLD</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1339 726 1377">2014</td> <td data-bbox="726 1339 829 1377">57</td> <td data-bbox="829 1339 970 1377">25</td> </tr> <tr> <td data-bbox="622 1377 726 1415">2015</td> <td data-bbox="726 1377 829 1415">57</td> <td data-bbox="829 1377 970 1415">25</td> </tr> <tr> <td data-bbox="622 1415 726 1453">*2016</td> <td data-bbox="726 1415 829 1453">69</td> <td data-bbox="829 1415 970 1453">Dec 2016</td> </tr> <tr> <td data-bbox="622 1453 726 1496">2016</td> <td data-bbox="726 1453 829 1496">81</td> <td data-bbox="829 1453 970 1496">100</td> </tr> </tbody> </table> <p>* = national average</p> <p>Consultant support in the Early Years had significant impact on raising standards, particularly in Reception. Staff coaching, mentoring and CPD from Wendy Titman (Enabling Environments) led to quality daily outdoor learning which subsequently supported progress in and assessment of each of the Early Learning Goals (ELG) with all pupils including the disadvantaged achieving at</p>	St. Mary's GLD	% of all pupils who achieved the GLD	% of pupils in receipt of the PPG who achieved the GLD	2014	57	25	2015	57	25	*2016	69	Dec 2016	2016	81	100	<p>Keep intervention 'approach focused' for all staff in the Nursery as opposed to reliant upon individual staff so that the unpredictability of staff mobility and/or sickness does not hold back the progress of disadvantaged pupils.</p>
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	least the expected standard in 'Knowledge and understanding of the world'.																																
<p>2. One to one tuition</p> <table border="1" data-bbox="172 349 549 465"> <tr> <td>+ 6 months</td> <td>Cost in 'First Quality Teaching'</td> </tr> </table> <p>Five minute 'One to one' input will take place for all children at risk of falling behind their RWI group from November 2015.</p>	+ 6 months	Cost in 'First Quality Teaching'	<table border="1" data-bbox="592 365 1007 786"> <thead> <tr> <th rowspan="2">St. Mary's (Phonics)</th> <th colspan="2">Phonics Screening by end of Year 1</th> <th colspan="2">Phonics Screening by end of Year 2</th> </tr> <tr> <th>% of all pupils who passed</th> <th>% of the PPG pupils who passed</th> <th>% of all pupils who passed</th> <th>% of the PPG pupils who passed</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>47</td> <td>33</td> <td>67</td> <td>50</td> </tr> <tr> <td>2015</td> <td>69</td> <td>60</td> <td>83</td> <td>67</td> </tr> <tr> <td>*2016</td> <td>81</td> <td>70</td> <td>89</td> <td>91</td> </tr> <tr> <td>2016</td> <td>83</td> <td>67</td> <td>89</td> <td>80</td> </tr> </tbody> </table> <p>* = national average</p>	St. Mary's (Phonics)	Phonics Screening by end of Year 1		Phonics Screening by end of Year 2		% of all pupils who passed	% of the PPG pupils who passed	% of all pupils who passed	% of the PPG pupils who passed	2014	47	33	67	50	2015	69	60	83	67	*2016	81	70	89	91	2016	83	67	89	80	<p>This has been a great success and 1:1 tuition will continue for Yr2 disadvantaged pupils who did not pass the Yr1 screening and for Yr1 disadvantaged pupils at risk of falling below the Yr1 screening pass mark in 2017. We are passionate about every child leaving KS1 a reader. This is the desired outcome.</p>
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<p>3. Phonics</p> <table border="1" data-bbox="159 864 555 981"> <tr> <td>+ 4 months</td> <td>Cost in 'First Quality Teaching'</td> </tr> </table> <p>At St. Mary's we are committed to making sure that every child is a reader by the end of KS1. So far we have been unsuccessful in realising this. For this reason, we have invested in extremely high quality training for the teaching of phonics, reading and writing at KS1 through Ruth Miskin's Read, Write, Inc. This We have formed a partnership with a nationally leading school for phonics teaching. This partnership includes development and support days whereby daily classroom practise is reviewed and improved upon, the RWI leader is supported in tracking progress and making accurate assessments in order to best meet the needs of all learners. This approach is continued into KS2 where quality 'Literacy & Language' training for all Yr2-Yr6 teachers has been delivered.</p>	+ 4 months	Cost in 'First Quality Teaching'	<p>In Sept 2015 only 3% (1pupil) of Year 3 was assessed as being ready to begin Literacy and Language (Age related English programme that follows RWI). In Sept 2016, following 12 months of RWI, this increased to 70%.</p>	<p>This has been a success and we intend to extend the RWI leadership capacity, using PP funding in 2016-17. It also had more impact than several other interventions we deployed and we will therefore continue to commit PPG fund to it in 2016-17. More time needs to be given to training staff outside of KS1 to broaden the phonics skills set across the school.</p>																													
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<p>4. Quality First Teaching</p> <table border="1" data-bbox="167 235 553 353"> <tr> <td>Not specified in EFF toolkit</td> <td>£7,092 £8,000</td> </tr> </table> <p>We endeavour to significantly improve the quality of teaching across all key stages from Sept 2015, especially for our most disadvantaged pupils. The main ways in which we aspire to achieve this is through high quality training in successful approaches to teaching Reading, Writing and Mathematics. The programmes we have adopted are:</p> <ul style="list-style-type: none"> - Ruth Miskin's Read, Write, Inc. (from Sept 2015) and - Richard Dunne's Maths Makes Sense (from Jan 2016) <p>Both programmes have common approaches to the basics of teaching and learning; allowing pupils and teachers to draw upon common practise across the key curriculum areas and beyond.</p>	Not specified in EFF toolkit	£7,092 £8,000	<p>As described above, the implementation of RWI and L&L has led to significant improvements in consistency of approach and quality of teaching and learning across the school. This is evidenced through learning walks, pupils books and pupil conferencing. All teachers and support staff are now equipped with the skills, knowledge and understanding they need to use the same MMS learning systems and language consistently across the school resulting in a 10% increase in disadvantaged pupils achieving ARE for Maths at KS1. Furthermore, 100% of disadvantaged pupils achieved at least age related expectations in the ELG for Numbers and Shape, Space and Measures in EYFS. Improvement in outcomes at KS2 is slower where proportionately less maths has been taught using the MMS learning system coupled with high staff turnover in current year 4 and 6 classes.</p>	<p>Further training will be required from Sept 2016 for new members of staff including two NQTs. A stabilised staffing structure will allow for consistency in the 2016-17 yr4 and yr6 cohorts. Up-skilling middle leaders to take leading roles in the Maths curriculum will also facilitate greater capacity across the school for further improvement of outcomes for disadvantaged pupils in Maths.</p>
Not specified in EFF toolkit	£7,092 £8,000			
<p>5. Feedback</p> <table border="1" data-bbox="167 1391 470 1429"> <tr> <td>+ 8 months</td> <td>£5,000</td> </tr> </table> <p>We have discovered that quality feedback does not only present in the form of frequently marked books, with carefully written comments that children respond to at a purposely planned for time. From Nov 2015, all KS2 teachers will be supported by a second qualified teacher for 45mins once a fortnight so that they can spend designated feedback time with PP children in their class, prioritising those who are not on track to make expected progress. This will include all ability groups.</p>	+ 8 months	£5,000	<p>Staff mobility during the Autumn and Spring terms led to the unexpected reduction in capacity for a second qualified teacher to release class teachers for additional 1:1 feedback with disadvantaged pupils. However, marking and feedback policies were reviewed at the end of the academic year 2015 - 2016. Following this, new feedback tools were introduced by subject leaders and implemented by teachers and support staff from Sept 2016, with particular emphasis on Mathematics as highlighted in our school Improvement plan</p>	<p>Feedback needs to consistently impact upon pupils' next steps and give opportunities for meaningful responses which help them make improvements in their learning, both for the piece of work in question and subsequent pieces thereafter. Leaders to give staff opportunities to be part of the monitoring process inc. lesson observations, learning walks and work scrutiny in order to share good practice. Designated Improvement Response Time (D.I.R.T.) needs to be scheduled into the daily whole school timetable for all pupils. The impact of this must be</p>
+ 8 months	£5,000			



	2016 - 2017.	measured by middle and senior leaders regularly to ensure rapid improvement in the quality of feedback and its impact on pupil progress, especially that of our most disadvantaged.		
<p>6. Peer Tutoring</p> <table border="1"> <tr> <td>+ 6 months</td> <td>Cost inc. in 'First Quality Teaching'</td> </tr> </table> <p>The Read, Write, Inc. (RWI) approach has participation and collaboration at its core. 'Partner teaching' allows the children to teach and be taught by their partner. Pupils prompt their partner to correct errors and work unfamiliar words using 'Fred Talk'. Pupils also use the speed sound charts and high quality texts to practise their reading together before continuing with quality writing activities expertly matched to their assessed ability.</p>	+ 6 months	Cost inc. in 'First Quality Teaching'	<p>The introduction of RWI (including Upper KS2 'Freshstart intervention) has led to a steep increase in 'good' and better teaching and learning in classes across the school. The consistent implementation of RWI's 6Ps of Teaching and Learning has seen learning behaviours improve greater pupil understanding of the importance and relevance of Pace, Praise, Passion, Purpose, Perseverance and Participation learning; both from them and adults.</p> <p>Participation and Praise is evident in every RWI/Literacy and Language (L&L) lesson through partner teaching and Turn To Your Partner (TTYP) discussion. This has improved the quality of class discussion, pupil participation and recorded work in books. Pupil confidence is much higher as a result of carefully match ability groupings, effective deployment of support staff to teach RWI and pupils learning to read and write though experiences of success.</p>	<p>Maintaining the capacity to deliver RWI across the number of groups the school needs requires a minimum of 7 RWI teachers. Wherever possible, more RWI teachers need to be trained up to deliver the RWI programme.</p>
+ 6 months	Cost inc. in 'First Quality Teaching'			
<p>7. Collaborative Learning</p> <table border="1"> <tr> <td>+ 6 months</td> <td>Cost in 'First Quality Teaching'</td> </tr> </table> <p>In addition to the 'partner teaching' which is key to the success of the RWI approach, children will be taught the 6Ps of teaching. Pace, Praise, Passion, Purpose, Participation, Perseverance. These 6Ps will be</p>	+ 6 months	Cost in 'First Quality Teaching'	<p>The consistent implementation of RWI's 6Ps of Teaching and Learning has seen learning behaviours improve greater pupil understanding of the importance and relevance of Pace, Praise, Passion, Purpose, Perseverance and Participation learning; both from themselves and adults.</p> <p>This has improved the quality of class discussion, pupil</p>	<p>During a governors Pupil Premium/Maths learning walk, it was noted that the participation in two classes during 'partner teaching' was not as 'on task' as at other points in the teaching sequence. The need for a toolkit for pupils to draw upon when they are ready to extend their learning further as well as the confidence and ability to recognise individual need for</p>
+ 6 months	Cost in 'First Quality Teaching'			



<p>embedded in all teaching and learning across the school from Oct 2015 and known in both child and adult speak. So teachers know what they have to do in order for these Ps to be at the heart of their teaching and children understand what their learning should look like if they are using the 6Ps. Eg. Participation - We all take part in our learning 100% of the time. An example of what this might look like would be clear to see in the responses all children give to a question. Eg. 'No hands up' and a word-wave, popcorn or choral response is given.</p>	<p>participation and recorded work in books. Pupil confidence is much higher as a result of carefully match ability groupings, effective deployment of support staff to teach RWI and pupils learning to read and write through successful learning experiences.</p>	<p>this must be worked on across the school.</p>
<p>8. Behaviour Interventions + 4 months £2000</p> <p>Jenny Moseley's 'Golden Rules' have been adopted since Sept 2015 and are now at the heart of our school behaviour policy. Weekly whole school assemblies have a golden rule theme and a very special celebration assembly rewards all children who have been 'Golden Citizens' by living and working by our Golden Rules each week. Further improvements are to be made through high quality training for lunchtime supervisors so that they are empowered to foster a positive culture in play areas at lunchtimes. (<i>playtime resources received with thanks from Friends of School</i>)</p>	<p>Whole school behaviour has been transformed at lunchtimes since the training received by all lunchtime supervisors by Jenny Moseley in Feb 2016. The Golden Rules, which are central to our whole school anti-bullying and positive behaviour policy, are known, understood and lived out by each and every stakeholder including a home-school agreement which is shared at 'Meet the Teacher' and 'Parent Consultation' meetings. Zone Manager, Playground Friend, Dining Hall Helper roles were all advertised, applied for, interviewed and appointments made. Every single disadvantaged pupil who applied was successfully appointed. The process was repeated in Sept 2016</p>	<p>This has been a success and we intend to expand the programme, using PP funding in 2016-17. It had more impact than several other interventions we deployed and we will therefore continue to improve spending a proportion of PPG funds improving the whole schools behaviour system. More training needs to be given to tackle challenging behaviour from the minority of pupils displaying it, a significant % of which are in receipt of the PPG.</p>
<p>9. Small Group Tuition + 4 Months £1,970</p> <p>An HLTA takes a small group of between 4 and 8 boys outside 2 times a week to engage in a carefully planned outdoor curriculum which encompasses a</p>	<p>This approach has been less effective in diminishing the difference between disadvantaged pupils and other pupils. Behaviour, when reintegrated into the classroom did not improve - largely due to</p>	<p>Focus needs to be shifted towards maximising effective relationships in the class with one consistent class teacher throughout the school year. Disadvantaged boys, in particular, have made the best</p>



<p>range of skills across key curriculum areas including mathematics, literacy, science and ICT. At least 50% of the boys targeted are in receipt of the PPG.</p>	<p>inconsistency of one class teacher throughout the year.</p>	<p>progress when they have a positive male role model in the classroom each. Targeted nurture provision based on accurate nurture assessments will also be a priority.</p>		
<p>10. Social and emotional aspects of learning</p> <table border="1" data-bbox="204 501 517 539"> <tr> <td>+ 4 months</td> <td>£1,020</td> </tr> </table> <p>Daily lunchtime groups are led by an experienced TA who carefully plans and resources a wonderful variety of activities that explore a range of skills including, cooking, painting, ICT building, puzzle solving and much more. The interaction between individuals is sensitively managed and nurtured with the intention that individual children will gradually be able to confidently manage their own social interactions their peers in an appropriate manner in the playground.</p>	+ 4 months	£1,020	<p>Lunchtime groups have been purposeful including many creative and physically active tasks that gives a sense of purpose to the group. One pupil in receipt of PPG who was part of the group now plays freely in the playground without any additional 1:1 adult supervision.</p>	<p>Reintegration back into free play in with other pupils has not been as successful as we had hoped. Where targeted and intensive 1:1, 1:2 and 1:3 lunchtime intervention has taken place, a lot was achieved by individual disadvantaged pupils with social and emotional difficulties. However, we have realised that this nurture is a much greater need across the school and needs to be implemented with greater rigor and purpose next year using Boxall Assessments as a clear starting point.</p>
+ 4 months	£1,020			
<p>11. Parental Involvement</p> <table border="1" data-bbox="204 1171 517 1209"> <tr> <td>+3 months</td> <td>£7,861</td> </tr> </table> <p>We employ a Parents Support Advisor to support families in a variety of ways including:</p> <ul style="list-style-type: none"> - Signposting families to other support services - Visiting the home to for behaviour support - 1:1 sessions with vulnerable children - Facilitating Parenting Courses at the school with outside agencies <p>Monitoring attendance of pupils in receipt of PPG as well as all other groups.</p>	+3 months	£7,861	<p>Attendance monitoring of disadvantaged persistent absentees has led to swift intervention and support for parents and pupils. As a result 100% of disadvantaged pupils whose families are also supported by other outside agencies have increased attendance to above the 90% threshold for 2015-16.</p>	<p>In-school parental questionnaire responses 2015-16 have highlighted a need to better support parents in supporting their children's learning at home. This needs to be investigated further for the 2016-17 PPG expenditure. A home-learning centre whereby parents can learning more about approaches to learning in school and take supporting materials home is a line of enquiry for the PSA and English and Maths Leaders.</p>
+3 months	£7,861			
<p>12. Residential trips</p> <table border="1" data-bbox="164 1805 560 1953"> <tr> <td>Not specified in EFF toolkit</td> <td>£3,000</td> </tr> </table> <p>At St. Mary's, we fully appreciate that many of our pupils will not have had the</p>	Not specified in EFF toolkit	£3,000	<p>All pupils including the disadvantaged had a once in a lifetime trip the capital city where they visited:</p> <p>The Houses of Parliament The History Museum The Science Museum</p>	<p>Next year, we need to be more explicit with parents of disadvantaged pupils about the ways the PPG can be used to fund part or all of the their child's 2017 London trip. Each family must be treated individually as the need for</p>
Not specified in EFF toolkit	£3,000			



<p>opportunity to experience visits to the capital thus will not have had the same exposure to educational opportunities that other pupils nationally have. Through using a proportion of our PPG, we hope to be able to subsidise the cost of our Autumn 2016 Year 6 residential trip to London so that all our children may be able to take advantage of this opportunity. The parents of children in receipt of the PPG will be able to request additional financial support from governors, which will be supported by the school's PPG.</p>	<p>Southall's Sikh Gurdwara Lyceum Theatre to see: The Lion King Harry Potter Experience at Warner Bros. Studio.</p> <p>All learning in core and wider curriculum subjects is directly linked to the places visited and whole trip experience for the Autumn term. After the disruption of three different teachers in 2015-16, the real-life experiences have given the children not only new knowledge, skills and understanding about themselves and their peers but greater purpose to the topics in their learning.</p>	<p>financial support varies.</p> <p>The science museum was the only disappointing visit due to two floors being unexpectedly out of use to the public. An alternative will be planned for next year - such as the Tower of London, linked to the Houses of Parliament.</p>
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How much funding have we received this year and how are we spending it?

For the current year we have received a total of £66,880.

We aim to spend our pupil premium grant wisely; drawing upon lessons learnt about the **impact** of previous spending to ensure that barriers to learning are successfully addressed.

We have identified the main barriers to educational achievement for disadvantaged pupils as:

1. Gaps in learning and understanding in key areas of Maths and confidence to apply learning in other contexts;
2. Inability to respond to feedback because of low confidence and low self-esteem;
3. Behavioural, Social and Emotional challenges at individual, group and class level;
4. Pupils' lack of awareness and understanding of themselves as learners.



How we are spending the Pupil Premium Grant (PPG) in 2016-2017

Chosen Strategy: 1		
How we are spending pupil premium funding to address these barriers	The reason why we have chosen this strategy	Desired impact and how this will be measured
<p>Barrier: Gaps in learning and understanding in key areas of Maths and confidence to apply learning in other contexts.</p> <p>Strategy: [+5mths] We are spending £13,000 on 'Mastery Learning' through the release of our Mathematics Leader to:</p> <ul style="list-style-type: none"> - support the improvement in teaching and learning of mathematics through mentoring and CPD, - assess the need for and action the implementation of Maths 'Daily Practice' sessions for all KS2 pupils. - lead weekly maths booster sessions for upper Key Stage 2 pupils with an emphasis on disadvantaged pupils <p>because we need to improve disadvantaged pupils' progress in maths, particularly in Year 4 and Year 6 (especially in relation to maths facts).</p>	<p>We have chosen this strategy because the research summarised in the Sutton Trust Toolkit suggests it can add 5+ months extra progress per year in maths when implemented successfully. Two randomised controlled trials were carried out last year had a positive impact.</p> <p>We have also chosen this strategy because we recognise the need to continue the success of the Maths Makes Sense (MMS) learning system, at the heart of which is quality mastery in teaching and learning.</p>	<p>Pupil progress indicators will show that, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in Year 4 and Year 6.</p> <p>Pupil tracking meetings will show that where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Work in books will show that disadvantaged pupils receive Designated Improvement Response Time (DIRT time) with the class teacher at least weekly in Mathematics.</p> <p>Pupil voice will suggest that disadvantaged pupils, particularly the Academically Most Able Pupil Premium pupils (AMA PP) feel empowered to move through the curriculum with pace as well as with mastery learning to ensure a significant % of curriculum statements are achieved at greater depth.</p>



Chosen Strategy: 2		
How we are spending pupil premium funding to address these barriers	The reason why we have chosen this strategy	Desired impact and how this will be measured
<p>Barrier: Inability to respond to feedback because of low confidence and low self-esteem.</p> <p>Strategy: [+8mths] We are spending £6,500 on 'Feedback' to:</p> <ul style="list-style-type: none"> - ensure feedback is always specific, accurate and clear - implement feedback effectively and consistently for all disadvantaged pupils across the school - ensure that feedback, and the pupil responses to it, has a direct impact on pupil progress whilst remaining manageable for teachers <p>because we recognise that whilst providing effective feedback is challenging, when implemented well and sufficient time and funding is given to quality professional development, the academic gains for disadvantaged pupils can lead to the difference between them and other pupils diminishing significantly.</p>	<p>We have chosen this strategy because the research summarised in the Sutton Trust Toolkit suggests it can add 8+ months extra progress per year when implemented successfully. Recent studies focusing on formative assessment in schools suggests significant additional progress is achievable when the approach is supported with professional development.</p> <p>We have also chosen this strategy because we recognise that feedback can take many different forms and we still have much to learn about how best to support all learners, particularly our most disadvantaged, in achieving their individual learning goals.</p>	<p>Pupil progress indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Pupil tracking meetings will show that where the difference in attainment is still apparent, the difference between progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Work in books will show that effective feedback leads to disadvantaged pupil responses illustrating next steps being achieved and sustained progress over time.</p> <p>Pupil voice will suggest that disadvantaged pupils can discuss with confidence, the ways in which adult and peer feedback help them improve their work and/or take next steps in their learning.</p>



Chosen Strategy: 3		
How we are spending pupil premium funding to address these barriers	The reason why we have chosen this strategy	Desired impact and how this will be measured
<p>Barrier: Behavioural, Social and Emotional challenges at individual, group and class level.</p> <p>Strategy: [+4mths] We are spending £40,352 on 'Behaviour Interventions' and 'Social and Emotional Learning'(SEL) to:</p> <ul style="list-style-type: none"> - further develop universal approaches which seek to improve learning behaviour. (6Ps of Teaching and Learning'). - implement more specialised programmes which are targeted at students with any need for nurture provision. - improve the rewards and sanctions systems in place across the school to support greater engagement in learning <p>because we need to improve disadvantaged pupils' learning behaviour in the classroom. This strategy is also necessary because a small minority of disadvantaged pupils' general behaviour and attitude towards themselves and others can cause disruptions to their own and others' learning.</p>	<p>We have chosen this strategy because the research summarised in the Sutton Trust Toolkit suggests it can add 4+ months extra progress per year across the curriculum when implemented successfully. Research carried out suggests that SEL programmes appear to benefit disadvantaged pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school age pupils.</p> <p>We have also chosen this strategy because we recognise the need for continued improvement in learning behaviours across the school.</p>	<p>Pupil progress indicators will show that, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in for identified pupils with Individual Behaviour Plans (IBPs) in KS2.</p> <p>Pupil tracking meetings will show that progress made by disadvantaged pupils and other pupils nationally is diminishing but also reduced disruptions to learning caused by a minority of individuals leads to increased progress by all pupils.</p> <p>Work in books will show that disadvantaged pupils receive take pride in their work and display all 6Ps of teaching and learning; impacting positively on their daily progress.</p> <p>Pupil voice will suggest that disadvantaged pupils are happy at school and make good progress. Other pupils will also feel happy at school as a result of sustained improved behaviour from individuals or groups with particular needs.</p>



Chosen Strategy: 4		
How we are spending pupil premium funding to address these barriers	The reason why we have chosen this strategy	Desired impact and how this will be measured
<p>Barrier: Pupils' lack of awareness and understanding of themselves as learners.</p> <p>Strategy: [+8mths] We are spending £7,000 on '<u>Meta-cognition and self-regulation</u>' so that:</p> <ul style="list-style-type: none"> - progress is accelerated for all disadvantaged pupils but particularly lower attainers. - when taught in collaborative groups pupils can support each other and make their thinking and learning explicit through discussion. - pupils can monitor and manage their own learning without relying on prompts and support from the teacher. <p>because we need to provide our disadvantaged pupils with a repertoire of strategies to choose from during learning activities; mastering the skill of 'learning to learn'.</p>	<p>We have chosen this strategy because the research summarised in the Sutton Trust Toolkit suggests it can add 8+ months extra progress per year across the curriculum when implemented successfully. Four recent studies carried out in the UK suggest that learning to learn skills can effectively improve academic outcomes.</p> <p>We have also chosen this strategy because we recognise the importance of fostering a love of learning. We want our pupils to transition to secondary school with a passion for learning and the appropriate strategies, personalised to the individual, which will help them when faced with challenges in their learning later in life.</p>	<p>Pupil progress indicators will show that, at KS2, the difference between disadvantaged pupils and other pupils nationally is diminishing, particularly in for lower attaining pupils.</p> <p>Pupil tracking meetings will show that progress made by disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Work in books will show that disadvantaged pupils respond proactively to use taught strategies to set goals and monitor and evaluate their own academic development.</p> <p>Pupil voice will suggest that disadvantaged pupils are excited by their learning journeys and can articulate with confidence the ways in which they learn best.</p>

Total planned spend for PPG 2016 - 2017: £66,852

Senior and subject leaders will be monitoring and checking the **impact** of the above strategies at each progress meeting over the course of the year. The progress of pupil premium pupils is a standing item on the agenda at these meetings. Meetings will take place during each half-term and are scheduled in the school calendar.

School leaders will report twice a year to governors on the **impact** of the strategies outlined. In addition to the above, our pupil premium governors will visit school during the course of the present academic year to discuss the effectiveness of our chosen strategies with school leaders.

Our pupil premium strategy will next be reviewed in September 2017.

Finally, if you think that your child might be eligible for free school meals, please do not hesitate to contact us because this could bring additional funding into our school which can be used to provide valuable support. Rest assured that we will deal with any queries in the strictest confidence, and we can also provide help with filling in forms if required: **Mrs Shelley Landry**, Parent Support Advisor (PSA)