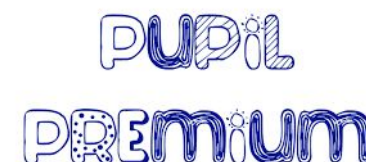




Pupil Premium Grant 2017/8



Summary Information	
Total number of pupils on roll	473
Total number of pupils eligible for PPF	112 (24%)
Total amount of PPF received	£151,800.00

Attainment overview as at July 2017	Pupils eligible for PPF	All Pupils
EYFS		
% pupils achieving a good level of development	56%	68%
Year 1		
% achieving expected standard in the phonic assessment	57%	70%
KS1		
% achieving expected standard or above in reading	76%	75%
% achieving expected standard or above in writing	41%	58%
% achieving expected standard or above in maths	65%	68%

KS2		
% achieving expected standard or above in reading, writing and maths	50%	61%
% achieving expected standard or above in reading	62%	68%
% achieving expected standard or above in writing	77%	77%
% achieving expected standard or above in maths	73%	82%
% achieving expected standard or above in grammar, punctuation & spelling	92%	88%

Barriers to future attainment for pupils eligible for PP
Current attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils
Language deficit evident across the school especially at entry into EYFS
Social and emotional intelligence - poor behaviour for learning and self-regulation in a number of pupils in the PP group
Current attendance rate for pupil eligible for PPF is 93% (below attendance for all pupils of 96%). 82% of our persistent absentees are children in receipt of PPF. Reduced school hours results in reduced progress
Percentage of PP pupils with complex needs including SEN. 33% of PP pupils also have SEN. 75% of PP pupils have a need in addition to financial disadvantage.
Some families within the PP group are reluctant to work in partnership with the school

Desired outcomes	Success criteria
Pupils demonstrate improved behaviour for learning and speak about themselves as successful learners	Pupils are ambitious and believe in their potential to succeed Pupils are engaged in learning and feel part of the learning process Pupils are reflective about themselves and their learning Pupils show a greater understanding of themselves as learners through their attitudes and the language they use

The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing	<p>Pupil assessment data shows improved trends over time</p> <p>Increased percentage of pupils working at age related expectations in reading, writing and maths</p> <p>Interventions are carefully planned and regularly monitored for impact</p> <p>All staff have high expectations of all pupils</p>
The average attendance of PPF pupils meets the 96% school target	<p>The number of absences decreases</p> <p>The percentage of persistent absenteeism decreases</p> <p>There is no gap between the attendance of PP and non-PP pupils</p> <p>Pupils enjoy coming to school</p>
Families will work in partnership with the school and feel part of the school community	<p>The school actively seeks to support hard to reach parents and begins to understand the barriers to partnership working</p> <p>There is open and regular dialogue between staff and families</p> <p>Families understand how they can support their children's learning</p> <p>Increased numbers of families attend and support school events</p> <p>Families feel they have their voices heard and can contribute to the success of the school</p>

Nature of support overview 2017/8	
Focus on curriculum learning	65%
Focus on social, emotional and behaviour	26%
Focus on enrichment beyond the curriculum	4%
Focus on families / community (including attendance and extended day provision)	5%
Curriculum Focus: Increased % of PPF pupils working at age related expectations in reading, writing and maths	

Planned Pupil Premium Fund spending by item / project 2017/8

Item / Project	Cost	Rationale	Objectives	Outcome
Establish the role of pupil premium champion	£20,000	<p>Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.</p> <p>Reference: Education Endowment Fund</p>	<ul style="list-style-type: none"> • Monitor PPF spend to ensure its impact • Set high aspirations and lead by example • Deepen understanding of each pupil's challenges and interests to identify best strategies for support • Hold staff accountable for raising attainment through termly progress meetings and ongoing dialogue • Act upon research/evidence, share thinking and invest in staff training • Analyse termly assessment data and use it to inform decision making • Provide support for families • Raise awareness of the pupil premium and how families can apply • Share best practices with other schools 	

<p>Staff CPD</p> <p>Key areas of focus: meeting the needs of vulnerable pupils; setting focused targets to meet specific needs; leading change.</p>	£5000	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment. Our staff CPD programme is comprehensive and addresses strategically planned to address priorities). This will be continued and extended to include all support staff.</p>	<ul style="list-style-type: none"> ● Raise staff awareness of PPF , key strategies and the school's aims ● Build support staff confidence and expertise through a year-long programme of development projects focused on PPF pupils ● Provide regular subject knowledge training and learning opportunities 	
<p>Termly Pupil progress meetings with SLT and inclusion team</p>	£4000	<p>NFER research identified as having a whole-school ethos for attainment for all and meeting individual needs are effective strategies in improving attainment for PPF pupils</p>	<ul style="list-style-type: none"> ● Identify barriers to learning ● Provide appropriate and timely support ● Review impact of previous support and intervention ● Identify where other stakeholders and professionals need to be involved 	
<p>Targeted intervention through 'Learning Bases' (Pelicans and Puffins) 5 x mornings per week and small group intervention 4 x afternoons per week</p>	£56000	<p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils. Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.</p>	<ul style="list-style-type: none"> ● Pupils with specific needs make progress, including against social learning goals ● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils ● Interventions are smartly targeted, reviewed regularly and changed to reflect need ● Phase leaders play an active part in managing intervention programme and assessing impact 	

<p>Speech and language team</p> <p>Employment of a specialist speech and language therapist plus three trained and experienced members of staff to provide targeted support.</p>	£17500	<p>Identified language gap in school. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial</p>	<ul style="list-style-type: none"> ● Wellcomm assessments of all EYFS pupils and pupils new to the school ● Opportunities for focused learning and intervention identified ● Progress of pupils reviewed regularly ● Members of staff Elklan trained to maximise opportunities for developing language ● Investment in S&L programmes such as Early Talk Boost 	
<p>Social learning ethos and culture development for all staff</p>	£2000	<p>Meta-cognitive approaches have a consistently high level of impact with meta-analyses reporting impact of between seven and nine months additional progress</p>	<ul style="list-style-type: none"> ● Continue to develop our pupils as lifelong learners ● Develop skills that will build self-regulation, agency and independence ● Focus on three key learning words: collaboration, reflection and justification 	
<p>Specialist support staff to offer therapeutic play, bead therapy, art therapy, protective behaviours, forest school and other specialist interventions</p> <p>Employment of a specialist therapist 1 x week</p>	£39000	<p>EEF shows meta-cognition and self-regulation as potentially having 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners</p>	<ul style="list-style-type: none"> ● Pupils are more ready to learn in the classroom ● Emotional needs are less of a barrier to learning ● Attitudes to learning are improved ● SDQs and Boxall Profiles demonstrate positive impact 	

HABs Family support service. Specialists available to support and work with families undergoing difficulties	£6000	Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and / or significant impact of pupils' well-being and education	<ul style="list-style-type: none"> ● Specialist support and advice available to our disadvantaged families 	
After school learning club provided by a specialist coach	£1400	A number of PPF pupils are not learning independently away from the classroom and some are not completing home learning . NFER and EEF research indicates the value of addressing family needs and responding effectively to attendance concerns promptly as these are associated with improving outcomes for disadvantaged parents	<ul style="list-style-type: none"> ● Home learning is completed ● Positive attitude to home learning is fostered ● Coach acts as a mentor ● Pupils take part in physical activity ● Pupils with positive attitudes to learning also invited to provide role models for others 	
Before school and lunchtime homework club	£1000	A number of PPF pupils are not learning independently away from the classroom and some are not completing home learning . NFER and EEF research indicates the value of addressing family needs to improve outcomes	<ul style="list-style-type: none"> ● Opportunity for pupils to complete home learning tasks and independent learning ● Provide access to computers and other resources ● Adult support on hand 	
Half termly coffee drop-in	£100	NFER and EEF research indicates the value of addressing family needs and responding effectively	<ul style="list-style-type: none"> ● Opportunity to get to know parents better ● Opportunity to parents to ask 	

		to attendance concerns promptly as these are associated with improving outcomes for disadvantaged parents	questions and provide suggestions	
Enrichment activities Range from the provision of equipment / clothing to support with school trips, music lessons and holiday clubs	£6000	NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.	<ul style="list-style-type: none"> ● Nurture helps our children to develop socially and emotionally ● Pupils are ready for learning ● Pupil well being is improved along with their readiness for learning ● Pupils have a broad range of learning opportunities 	
Planned total spend: £158,000 (with a contribution from the school of £6200)				

Date for review

The impact of pupil premium spend on individual pupils and the PPF cohort as a whole is reviewed each half term and next steps are planned for individuals and groups. The date of the next review of the school's pupil premium strategy will be July 2018, when the overall impact of each action will be evaluated. Objectives will then be set for the academic year 2018/9.

Appendix: Evidence on effective support of disadvantaged pupils

EEF: Closing the attainment gap

NFER: seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment

Marc Rowland: A practical guide to the pupil premium

Marc Rowland: Learning without labels - Improving outcomes for vulnerable pupils