

CLEWER GREEN PUPIL PREMIUM FUNDING

Pupil Premium Key Objectives for 2016/17

At Clewer Green we regularly track and analyse data and ensure appropriate provision is making an impact and diminishing the difference for our PP children, with the aim to:

- Diminish the 16.5% difference between PP and non PP children achieving GLD in EYFS
- Diminish the 19.8% difference between PP and non PP children achieving a pass in the Year 1 phonic screen
- Diminish the 9% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.
- Improve percentage of PP children achieving 'Working at or Greater' in Maths in Year 3.
- Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.
- Improve attendance and punctuality of all pupils to meet the school target of 96% target.

Our school's pupil premium grant allocation amount

Provision 2016-17. In financial year 2016-2017 the level of the premium is £1,320 per pupil known to be eligible for FSM; £300 for those children whose parents serve in the armed forces and £1,900 for looked after children. The school will received £31,633 for the academic year 2016/17.

Provision 2017- 18

In financial year 2017-2018 the level of the premium is £1,320 per pupil known to be eligible for FSM; £300 for those children whose parents serve in the armed forces and £1,900 for looked after children.

Barriers and provision:

We have:	Provision to address all barriers:
<i>thought about each pupil in the context of their home circumstances, asking themselves, for example, whether they needed to work closely with parents or support parents in some way in order to ensure that the pupil could succeed in school</i>	<p>Nursery visits before EYFS children start school by teachers and TAs</p> <p>Additional transition visits for EYFS children – picnic with Key Workers, lunch visits with parents, additional visits arranged on an individual basis where necessary.</p> <p>Home visits planned for 2017/18</p> <p>Key workers revisit children to see how they have settled in Term 1</p> <p>Parent Information Evenings – EYFS focus</p> <p>Additional SENCo presentation to parents on how we can work together and support their children at home.</p> <p>Pupil Awareness Folder for all staff to read and complete</p> <p>Headteacher's Surgery</p>
<i>considered whether poor behaviour, high exclusions or low attendance were stopping individual pupils</i>	<p>Close tracking of attendance – monitored through Target Tracker</p> <p>Termly visits by EWO.</p>

<i>from achieving as much as they could</i>	Additional meetings with parents to discuss regular poor attendance SENCo training for ODD, ASD and supporting children with behavioural difficulties.
<i>worked to improve pupils' social and emotional skills where these were barriers to learning</i>	Fun Friends and Friends for Life schemes Trained ELSA support Family Link Worker – weekly school visit to support and meet with parents and children Additional before and after school clubs funded Year 4 residential trip funded Swimming lessons funded Pupil Premium course for NQT Play therapy for targeted groups/individuals
<i>ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.</i>	NVR to identify under achievers Target setting through Target Tracker Rewritten Developing and Learning and Feedback policy Literacy skills enhanced through weekly Library sessions Literacy workshops by SENCo
Considered how wider opportunities will build aspiration, self- confidence and self esteem	Specific activities planned that will develop children's knowledge and understanding of the world Broaden their abilities to talk, write and experience about activities – e.g. Sports, theatre etc.

Provision to address 2016/17 key objectives:

Objective	Detail	Owner	Cost £	Impact	
				PP	Non PP
Diminish the 16.5% difference between PP and non PP children achieving GLD in EYFS	Additional TA small group work on reading, writing and fine motor skills, on - going for 4 days a week in EYFS. Additional TA support (2 days a week) for a child with SEMH and S and L needs in EYFS. Nursery visits before EYFS children start school by teachers and TAs to identify any needs and plan for these needs in the curriculum and in staffing. Additional transition visits for EYFS children – picnic with Key Workers, lunch visits with parents, additional visits arranged on an individual basis where necessary to help facilitate smooth transition to alleviate anxiety	SLT JR	4,237	100% achieved a GLD	86% achieved a GLD
				The Gap of 16.5% difference has been closed and exceeded.	

	<p>Home visits planned for 2017/18 to early identify any needs and to suggest activities to ensure a good start to school.</p> <p>Key workers revisit children to see how they have settled in Term 1</p> <p>Termly assessments to feed into future planning</p> <p>Use Baseline to identify children's starting points and plan accordingly.</p> <p>Additional parents' meeting with those whose children were not on track to achieve GLD in the Spring.</p>									
<p>Diminish the 19.8% difference between PP and non PP children achieving a pass in the Year 1 phonic screen</p>	<p>New phonic scheme introduced across the whole school from Sept 2016.</p> <p>Whole staff training on new phonics scheme.</p>	<p>SLT</p> <p>Eng</p> <p>Year 1 staff</p>	5,813	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>146 phonic sounds recognised</td> <td>160 phonic sounds recognised</td> </tr> <tr> <td>75% passed</td> <td>87% passed</td> </tr> </tbody> </table> <p>The Gap of 19.8% diminished to 12%.</p>	PP	Non PP	146 phonic sounds recognised	160 phonic sounds recognised	75% passed	87% passed
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<p>Diminish the 9% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.</p>	<p>NVR testing in Nov in Year 2 and Year 4 for early identification of under achievers to compare with attainment to see if there are any potential under achievers.</p> <p>Target setting through Target Tracker</p> <p>Rewritten Developing and Learning and Feedback policy</p> <p>Literacy skills enhanced through weekly Library sessions</p> <p>Literacy workshops by SENCo</p>	<p>SENCo</p> <p>English SL</p>	3,302	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>57% ARE or ARE+</td> <td>64% ARE or ARE+</td> </tr> </tbody> </table> <p>The Gap of 9% diminished to 7%</p>	PP	Non PP	57% ARE or ARE+	64% ARE or ARE+		
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<p>Improve percentage of PP children achieving 'Working at or Greater' in Maths in Year 3.</p>	<p>Targeted groups in First Class@number.</p> <p>'Talk for Maths' initiative being implemented following staff training.</p>	<p>Maths SL</p>	6,709	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>38% ARE or ARE+ Autumn 2016</td> <td>57% ARE or ARE+ Autumn 2017</td> </tr> <tr> <td>63% ARE or ARE+ Summer 2017</td> <td>77% ARE or ARE+ Summer 2017</td> </tr> </tbody> </table> <p>The Gap of 19% diminished to 14%</p>	PP	Non PP	38% ARE or ARE+ Autumn 2016	57% ARE or ARE+ Autumn 2017	63% ARE or ARE+ Summer 2017	77% ARE or ARE+ Summer 2017
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Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.	<p>Cognitive Screening to identify under achievers and potential barriers (Year 2 and 4)</p> <p>New phonic scheme introduced across the whole school from Sept 2016.</p> <p>Whole staff training on new phonics scheme.</p> <p>Read, Write, Inc. introduced in KS2.</p> <p>Precision reading and spelling introduced in Sept 2016 with SEND TA.</p>	SENCo English SL	1,959	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>25% ARE or ARE+ Autumn 2016</td> <td>72% ARE or ARE+ Autumn 2017</td> </tr> <tr> <td>50% ARE or ARE+ Summer 2017</td> <td>65% ARE or ARE+ Summer 2017</td> </tr> </tbody> </table> <p>The Gap of 47% diminished to 15%</p>	PP	Non PP	25% ARE or ARE+ Autumn 2016	72% ARE or ARE+ Autumn 2017	50% ARE or ARE+ Summer 2017	65% ARE or ARE+ Summer 2017								
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Average 63%	Average 66%																	
Increase access to	Extra-curricular clubs		4,823															
Mgmt			4,790															
Total			31,633															

Measuring the impact of the Pupil Premium

- Tracking to ensure children are making the appropriate progress based on their NVR scores
- Looking towards diminishing the difference between PP and non PP children – regular tracking using Target Tracker as a formative and summative measure.
- Improved school attendance
- Improved parental engagement (Parents evenings, PIE, Celebration evenings etc)
- SENCo observations/visits during lesson time and playtimes to monitor emotional development and involvement
- Pupil Premium and Sports Partnership funding on all termly agendas for Finance and Premises, Staffing and Curriculum and Full Governors meetings

Impact of the PP expenditure 2016/17

YEAR 1

The PP group were 15% (8 children out of 54). 2 children were SEND.

Average step **progress** from Autumn 2016 to Summer 2017.

In steps progress the expected progress per year is 5.

	PP	Non PP	Action
Reading	5.5	5.2	Whole school writing moderation. Writing moderation with 3 other local schools. Further development of our DLFP to enhance marking and structure pupils' further learning.
Writing	4.5	5.0	
Maths	5.1	5.2	

These results show us that the difference between our groups is minimal, with the largest difference being in writing. Whilst the progress measure has been less than we had hoped for (5), individual analysis shows us that all of these pupils made significant progress given their circumstances. The Gap in Maths has diminished from 0.6 steps in 2015/16 to 0.1 steps in 2016/17 therefore the actions from 2015/16 have been successful.

YEAR 2

The PP group were 13% (7 children out of 55). 3 children were SEND.

Average step **progress** from Summer 2016 to Summer 2017.

In steps progress the expected progress per year is 6.

	PP	Non PP	Action
Reading	4.0	3.0	New phonic scheme introduced across the whole school from Sept 2016. Whole staff training on new phonics scheme. Read, Write, Inc. introduced in KS2. Precision reading and spelling introduced in Sept 2016 with SEND TA. Whole school writing moderation. Writing moderation with 3 other local schools. Further development of our DLFP to enhance marking and structure pupils' further learning.
Writing	3.4	4.9	
Maths	4.3	4.8	

These results show us that the difference between our groups is varied and lower than hoped. Whilst the difference in Maths is minimal there is a significant difference in Writing. A variety of actions have been put in place for these children and at the end of Autumn Term 2017, 4 out of 7 are ARE or ARE+ for Writing. 6 out of 7 PP children are meeting ARE, 2 of which are ARE+ and 2 are Significantly Above ARE for Reading. 43% of our PP children in Year 2 are SEND.

YEAR 3

The PP group were 15% (8 children out of 55). 4 children were SEND.

Average steps **progress** from Summer 2016 to 2017.

In steps progress the expected progress per year is 6.

	PP	Non PP	Action
Reading	5.6	5.4	Mastery in Maths trialled in Year 2 and Year 4 (Current Year 3). All the above actions for Years 1 and 2 will operate in KS2 and so our non PP children will benefit too from extra interventions where necessary.
Writing	5.8	5.3	
Maths	5.4	5.3	

These results show us that the difference between our groups is minimal with PP children exceeding non PP children in all 3 areas. Considering 50% of our PP children are SEND this is pleasing progress.

YEAR 4

The PP group were 7% (4 children out of 54). 2 children were SEND.

Average steps progress from Summer 2016 to 2017.

In steps progress the expected progress per year is 6.

	PP	Non PP	Action
Reading	5.3	5.1	
Writing	4.3	5.0	
Maths	5.3	4.7	

These results show us that the difference between our groups is minimal, with the difference between the PP and Non PP children progress in Reading and Maths greatly diminished and now exceeding the Non PP children. (There are no Actions as these children have moved onto their Middle Schools).