

Pupil premium strategy statement 2017/2018

1. Summary information

Academic year: 2017-2018	Total PP budget: £356,400	Date of most recent PP review: AP3 July 2017
Total no. of pupils on roll: 844 + 39FTE Nursery (total 922)	Total no. of eligible pupils: (Ever 6) 35.3%	Date for next internal strategy review: AP1 Dec 2017, AP2 March 2018, AP3 July 2018

2. Current KS2 attainment and progress

	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected and above in reading, writing and maths combined (2017)	61%	67%
% making expected progress and more than expected from KS1 in reading (2017)	50%	60%
% making expected and more than expected progress from KS1 in writing (2017)	50%	57%
% making expected and more than expected progress in mathematics from KS1 (2017)	70%	81%

3. Barriers to future attainment for pupils eligible for PP, including high ability

<i>Low levels of oracy and literacy</i>
<i>English as an additional Language (EAL) including new arrivals through the school with little or no English and often little or no experience of previous schooling</i>
<i>Low attainment on entry</i>
<i>Low levels of attendance (Early Years pupils, Persistent Absence, numbers taking extended leave abroad)</i>
<i>Socio-economic deprivation affecting the number of resources available to families, parental engagement and aspiration</i>

4. Desired outcomes

Desired outcomes	How they will be measured	Success criteria
1. Improve pupils' oral language skills	Wellcomm Assessments Early Learning Goal (ELG2+)	Raised % of pupils at ARE in Wellcomm assessments by end of reception Raised % of pupils attaining ELG2+ in speaking and understanding by the end of Reception
2. Improve oral language skills of new arrivals (new to English) across the school	Evidence of attainment and progress on EAL Toolkit	Raised % of new arrivals reaching greater levels of competency in English Accelerated progress in speaking and understanding skills
3. Raise % of pupils attaining ARE and GD in reading, writing and maths across the school and those attaining ELG2+/GLD by the end of reception	Internal tracking data across the schools	Increase in the % of pupils attaining ARE and GD in reading, writing and maths across the school Increase in % attaining ELG2+ and GLD in speaking and understanding by the end of reception
4. Raised attendance across the school	Attendance figures at the end of the year	Raised whole school attendance and of EYrs pupils Reduction in % of PA pupils Reduction in % of time taken by parents for extended leave abroad
5. Raised parental engagement	Raised % of parents attending workshops/parents meetings etc Responses from Parent Voice Questionnaires	Greater number of parents understanding how to support their child at home

5. Planned expenditure

Targeted support		Total budgeted cost: 356,400			
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How to ensure it is implemented well	Staff lead	Date for review implementation
1.Improved oral language skills of pupils in lower phase	Lower Phase Staff training on ECCERS and use of TROLL, Wellcomm etc	Staff training on effective interactions with pupils to increase opportunities for speaking and communication Planned opportunities within the EYFS to improve provision for speaking.	2x training days (sept + Jan) - external provider	AHT Lower phase COH	AP1 Dec 2017, AP2 March 2018, AP3 July 2018
	1:1 and small group provision of Early Language Intervention – Wellcomm Assessments provided by Ts and TAs	Targeted support for some pupils to catch up. The programme has been shown to be effective in other schools. Next steps in planning are clear for staff to follow.	Continue with staff training in delivery of Wellcomm Assessments. Opportunities for staff to discuss outcomes and plan for further next steps.	Monitored by COH supported by YGLs (CAP, CA, KK, EM)	AP1 Dec 2017, AP2 March 2018, AP3 July 2018
	Teachers supporting early literacy development	Targeted small group supporting development of early reading and writing skills working with most able pupils in reception. NFER baseline assessment	Evidence of pupils attaining well and of good progress- Book scrutiny, internal data Phonics data, end of reception data	CA/COH	Half termly monitoring, reported each AP
	Employment of speech and language therapist (2 days a week) to work with TAs on developing their skills in speech and language interventions and 1-1 targeted support for referred pupils	To target pupils with speech and language delay. To train EYFS TAs to deliver speech and language activities (Wellcomm interventions).	Raised standards in speech, understanding, reading and writing.	EB (inclusion)	Half termly £21,000
	Targeted support for most able pupils developing skills in reading and writing.	Target daily phonics groups (NB) supporting guided reading 4 mornings a week. COH - Target children working one level below in reading and writing	Evidence of pupils attaining well and of good progress- Book scrutiny, internal data Greater % attaining ELG2+ /GLD by the end of reception	COH	AP1 Dec 2017, AP2 March 2018, AP3 July 2018 £22,000
2.Improve oral language skills of new arrivals (new to English) across the school	Employment of P/T language support worker to work with new arrivals and targeted pupils on developing a basic level of English	Target newly arrived pupils with little or no English, particularly in middle and upper phases. Pupils are assigned a buddy who speaks their language and be signposted to staff who can support their needs. Complete an EAL Continuum to assess pupils level of English and next steps. To support staff in pre-tutoring subject specific vocabulary.	EB to support, mentor and monitor P/T language support worker. Monitor the progress on EAL Continuum for pupils	EB/COH	Half termly £7,000
	Small group and 1-1 targeted intervention for	Assign TAs and language support worker to target newly arrived pupils (phonics & maths vocab group).	Monitor the progress on EAL Continuum for pupils	TAs COH EB	Half termly AP1 Dec 2017, AP2 March 2018, AP3 July 2018

	<i>pupils newly arrived and new to English.</i>	<i>Further interventions depending on the pupils' needs. Increased pupil confidence and self-esteem. Pupils learn basic key vocabulary so that they can engage in their class more quickly. To accelerate opportunities for pupils to access the full curriculum To ensure that pupils with little or no English have an individualised, focussed programme of intervention</i>			
	<i>Staff training on using the EAL Toolkit to support teaching and learning. Assessment of pupils' EAL code (January CENSUS)</i>	<i>Assess language acquisition of newly arrived pupils, toolkit used to support the pupils' next steps.</i>	<i>EAL Codes updated on an annual basis for CENSUS Monitor the progress on EAL Continuum for pupils</i>	<i>EB</i>	<i>Inclusion lead: EB 6 weekly intervention AP1 Dec 2017, AP2 March 2018, AP3 July 2018</i>
<i>3.Raise % of pupils attaining ARE and GD in reading, writing and maths across the school</i>	<i>Additional teacher in years 1-6 reducing adult pupil ratios in English and maths groups, targeting disadvantaged pupils more effectively to ensure they make good attainment and progress. Y2/3 SEN & EAL Y2/Y3 reading Y1 science Y5/ 6 Shakespeare project Y5/6 The Great Debate</i>	<i>To target pupils who did not make good progress from previous year, or who have not made appropriate progress over a key stage Standards raised so that a greater percentage of pupils attain age related expectations (ARE) and greater depth (GD) in reading, writing and maths across the school.</i>	<i>Internal Monitoring & Evaluation processes including: Leadership walks, learning audits, book scrutiny, data from AP1,2, and 3 Closing the gap on national Groups assessed half termly to check for outcomes and make changes if necessary</i>	<i>YGLS (EM, DK, WS, FP, LS, FA) AHTs (JP, KH, MH, COH,EB) HTs (SE, ET)</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018 £252,000</i>
	<i>Target the most able pupils across the school from Nursery to Year 6 to ensure a greater % are working at Greater Depth</i>	<i>To improve provision for disadvantaged pupils working at GD across the school. Pupils clearly identified and known by teacher</i>	<i>Internal Monitoring & Evaluation processes including: Leadership walks, learning audits, book scrutiny, data from AP1,2, and 3</i>	<i>ET/SE JP/KH, MH, COH,EB</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018</i>
<i>4.Raised attendance across the school</i>	<i>Employment of Early Intervention Leader (EIL) to monitor attendance and work with pupils and parents</i>	<i>Whole school attendance is impacted negatively by the number of families making extended visits abroad, time off for religious observance etc.</i>	<i>Training for EIL on what is expected in terms of good attendance for all. Liaison with attendance worker at Conway. Regular two weekly meetings with attendance team overseen by HT</i>	<i>EIL – S.Herring, S Edger</i>	<i>On-going – by July 2018 £25,000</i>
<i>Raised attendance of EYFS pupils</i>	<i>(EIL) to monitor attendance and</i>	<i>Attendance of EYFS pupils is very poor. Improved attendance in reception sets</i>	<i>Regular monitoring</i>	<i>S.H</i>	<i>On-going – by July 2018</i>

	<i>work with targeted pupils and parents</i>	<i>the standard for good attendance through the school</i>			
<i>Reduce levels of persistent absence (PA)</i>	<i>EIL and LM to work with pupils and parents to ensure that there is good understanding of the importance of education. 1-1 meetings, pupil attendance charts/rewards etc</i>	<i>Greater information for parents about the effect of absence on education. Information on the website.</i>	<i>Learning mentors to support good attendance by ensuring good communication with pupils, parents and staff</i>	<i>NP/SH</i>	<i>On-going – by July 2018</i>
<i>5. Raised parental engagement from families of PP pupils</i>	<i>Planned series of workshops for classes, year groups and targeted groups of pupils across the school.</i>	<i>Increased opportunities for parents to attend school to gather first-hand information on how best to support their child.</i>	<i>Use of parent mail and text messaging to prompt parents about workshops and gather information on numbers attending. Use of school website to upload resources for easy access</i>	<i>YGLs Overseen by AHTs</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018 AP1,2,3</i>
	<i>Employment of an Early Intervention Leader to work with vulnerable pupils and families</i>	<i>Greater home school links to increase parental support and engagement Early intervention for family support, safeguarding, speech and language, SEN.</i>	<i>Parent voice - feedback from workshops Evidence of reading and homework from home Tapestry usage Effective Referrals</i>	<i>EB</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018 AP1,2,3</i>
	<i>Speech referrals for additional intervention Workshops (speech and language, reading, Tapestry to promote parental involvement</i>	<i>Promote language development through raising parental awareness if its importance. Provide support and intervention for children with language delay</i>	<i>Monitor language progress / support through pupil progress, referrals</i>	<i>EB/Caroline</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018</i>
	<i>target parents on how best to support their child at home with English and maths</i>	<i>Model support for parents on how they can impact on their child's progress particularly English and maths</i>	<i>Monitor progress on Language and Literacy continuums and Maths framework. Monitor attendance of parents</i>	<i>EB</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018</i>
	<i>Meetings with targeted parents of SEND pupils with low attendance.</i>	<i>Target parents of most vulnerable pupils to improve attendance, which will impact on pupils' standards and progress.</i>	<i>Monitor attendance half termly to ensure increase in attendance.</i>	<i>EB/SH</i>	<i>AP1 Dec 2017, AP2 March 2018, AP3 July 2018</i>

Targeted support		Total budgeted cost: £21,000			
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How to ensure it is implemented well	Staff lead	Date for review implementation
Increase in number of pupils learning a musical instrument	Use of external peripatetic staff to deliver weekly music lessons in a variety of instruments.	Widen opportunities for all pupils to learn a musical instrument	Termly opportunities for pupils to perform to an audience. Increase in number of pupils taking music awards	Lee, Kate E monitored by AHT JP/KH, MH	Termly – July 2018 £19,000

All Y6 pupils to have the opportunity to attend a residential	Support for disadvantaged families to ensure all Y6 pupils experience a residential.	Equal opportunities for all.	Parents' meetings.	JP/KH	March 2018 £2,000
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6. Review of expenditure to be undertaken in July 2018