

# Pupil Premium Strategy Review 2016-2017

## Strand 1-Delivery Of Core Subjects

October 2017 (50% secure and above)

	Not Evident	Developing	Secure	Excellent
Leaders have an accurate and comprehensive understanding of their different groups including their achievement on entry and barriers to learning.				
Leaders and Governors track the achievement and engagement of pupil premium children. Pupil premium funding is carefully targeted at high quality intervention, based on progress data, to boost outcomes.				
The school's actions are securing substantial improvements in outcomes for pupil premium children; performance management for teachers and support staff are robust and include a focus on pupil premium children.				
Parents are provided with clear and timely information on how well their child is progressing in relation to the expected standards.				
The school helps parents to help their children tackle areas of under achievement.				
Pupil questionnaires are used regularly to evaluate children's understanding of their own progress and attitudes to learning.				
Teachers are familiar with the needs of their pupil premium children and plan targeted interventions where appropriate.				
Teachers regularly assess the progress of the pupil premium children and evaluate the impact of the interventions.				
The gap between the percentage of pupil premium children not at expected and the percentage of children in the class cohort not at expected is rapidly diminishing.				
The Governing Body has appointed a designated Governor with responsibility for delivery of Pupil Premium, monitoring impact and ensuring value for money.				

## Strand 2-Delivery Of Foundation Subjects

October 2017 (83% secure and above)

	Not Evident	Developing	Secure	Excellent
Leaders have an accurate and comprehensive understanding of their different groups including their achievement on entry and barriers to learning.				
Parents actively support the children in developing their talents by attending and celebrating events such as class assemblies, clubs, matches, homework projects and swimming lessons etc. School endeavours to provide opportunities for this to happen.				
The school recognises the children's entitlement to a broad and balanced curriculum and use a variety of ways to engage them further within the foundation subjects.				
Learning opportunities are enhanced by supplementing class teaching with specialist teaching/coaching and accessing specialist programmes to support the teaching in specific subjects e.g. Latin, Music				
Learning outcomes are significantly improved as a result of opportunities planned for and provided for the children				
The Governing Body has appointed a designated Governor with responsibility for delivery of Pupil Premium, monitoring impact and ensuring value for money.				

### Strand 3-Delivery of Enhanced Curriculum

October 2017 (83% secure and above)

	Not Evident	Developing	Secure	Excellent
Leaders and governors focus on consistently improving outcomes for Pupil Premium pupils and target funding effectively to this end.				
Pupils are actively encouraged to access the enhanced curriculum wherever possible irrespective of financial restraint and the school finds ways to facilitate this.				
The school places great emphasis on life skills and experiences and takes care to identify, plan for and access opportunities for all children				
Teachers take time to listen to their children and have a comprehensive understanding of their needs and plan learning opportunities accordingly.				
Learning outcomes are significantly improved as a result of opportunities planned for and provided for the children				
The Governing Body has appointed a designated Governor with responsibility for delivery of Pupil Premium, monitoring impact and ensuring value for money.				

Strand 4-Nurture and well being

October 2017 (57% secure and above)

	Not Evident	Developing	Secure	Excellent
Leaders and managers have created a culture where Pupil Premium and SEBD children's welfare is actively and effectively promoted.				
The school has a Pupil Premium lead who is responsible for creating a Pupil Premium action plan and monitoring its effectiveness				
Good relationships are fostered with parents so that information is readily shared in order to achieve best outcomes for the child.				
Children's Social, emotional and behavioural attitudes are carefully monitored and nurturing interventions are put in place and adapted when necessary				
Targeted interventions as a result of monitoring/profiling promote personalised learning				
As a result of nurturing interventions and individual SEBD assessments children are more able to access the curriculum				
The Governing Body has appointed a designated Governor with responsibility for delivery of Pupil Premium, monitoring impact and ensuring value for money.				

Response to School attainment data 2016

Pupil Premium Action Plan

Support in Delivery of Core Subjects (Maths)

Year Group + % of class entitled to PP	%age PP children not at expected	Outcome (End of March 2017)	Resource implications	Intervention 1	Intervention 2	Intervention 3	Intended Outcome (% impact where possible)	End of Year Review
Y1 7-24%	57%	57%	EB	1x weekly problem solving activity to practise skills.			To decrease to 43% by end of year.	43% were not at expected.
Y2 14-47%	21%	14%.	AL RC				To maintain at 14%.	14% were not at expected.
Y3 7-37%	73%	60%.	CH AC JR	Daily catch up intervention with AC	CH to focus on targeted children in daily lesson.	To continue weekly after school intervention group.	To decrease to 50%.	86% were not at expected.
Y4 9-47%	79%	57%.	MG AC	In class support provided by AC for [REDACTED]	Weekly after school intervention club	Maths problem solving practise individually during guitars.	To decrease to 14%	19% were not at expected
Y5 13-48%	62%	62%	NR DG AC	Assembly times table group [REDACTED]	DG to focus on targeted children during daily maths lesson.	Daily catch up sessions with AC	To decrease to 46%	62% not at expected
Y6 18-60%	61%	61%	EH RC KA JG LB	Daily catch up sessions with AC	EC to focus on targeted children during daily maths lesson.	Morning practise focus on Numeracy Ninja and Times tables Rockstars	To maintain at 61%	61% were not at expected

Response to School attainment data 2016

Pupil Premium Action Plan

STRAND 1 of 4 Support in Delivery of Core Subjects (Reading)

Year Group + % of class entitled to PP	%age PP children not at expected	Outcome (End of March 2017)	Resource implications	Intervention 1	Intervention 2	Intervention 3	Intended Outcome (% impact where possible)	End of Year Review
Y1 7-24%	71%	43%	EP,SK	LN to provide 2x per week additional guided reading sessions for [REDACTED]	LN to provide 2x individual reading sessions with [REDACTED] per week.		To decrease to 29%	29% not at expected
Y2 14-47%	29%	21%	RC EP	Target support in daily English lessons [REDACTED]	LH Daily reading support with [REDACTED]	JT to deliver 'Toe by toe' to [REDACTED]	Maintain at 21%	21% not at expected
Y3 7-37%	64%	60%	CH, JR	Additional guided reading session per week (Group inc. TS)	Introduce test style comprehension during guided reading.		To decrease to 50%	71% not at expected
Y4 9-47%	43%	43%		Extra guided reading group session weekly	Reading test practise questions each day for 15 minute sessions	Target [REDACTED] during whole class GR.	To decrease to 14%	11% not at expected
Y5 13-48%	23%	23%		Comprehension intervention	Morning reading support	Guided reading focus group	To decrease to	23% not at expected

				n during Assembly with [REDACTED]	group with JO.	weekly with DG	15%	ed
Y6 18- 60%	77%	56%.	EH,LH, KA, LB, JG	Daily focussed reading groups with EH/TA	Additional individual daily reading sessions with [REDACTED]	SMART target/challe nges for individuals	To maint ain at 56%	44% not at expect ed

Response to School attainment data 2016

Pupil Premium Action Plan

STRAND 1 of 4 Support in Delivery of Core Subjects (Writing)

Year Group + % of class entitled to PP	%age PP children not at expected (Sep)	%age PP children not at expected (March)	Resource implications	Intervention 1	Intervention 2	Intervention 3	Intended Outcome (% impact where possible)	End of Year Review
Y1 24%	57%	71%	JW EB SK	██████████ - focus on writing & punctuation 3x15 mins(Assembly) JW	In class focus for ██████████ 1 session/week		To decrease to 29% by End of Y1	57% were not at expected level
Y2 47%	43%	29%	RC AL	Handwriting gps in alternate weeks Assemblies ██████████	Alternate weeks Assemblies ██████████	Focus gp in lessons ██████████	To decrease to 21%	29% were not at expected level
Y3 37%	73%	80%	CH JR	Focus handwriting/spelling group during Assembly	CH Target support during writing sessions.	Weekly after school writing support group.	To decrease to 63%	2 pupils left during the Summer Term. 86% were not at expected level
Y4 9-47%	71%	56%	MG AC	Targeted spelling practise during Monday Assembly	Target PP children in writing lessons	Weekly after school club for writing intervention.	To decrease to 21%	33% were not at expected level
Y5 13-	54%	54%	DG JO	DG to target focus group	Weekly handwriti	Weekly writing	To decre	62% were



48%			NR CM	during English lessons.	ng intervention during Assembly with [REDACTED]	intervention group with DG during Assembly.	ase to 46%	not at expected
Y6 18- 60%	77%	56%	EH RC KA LB JG	Focus writing groups in English lessons with [REDACTED]	Handwriting support	Phonics support/additional spelling groups.	Maintain at 56%	50% were not at expected level