



Pupil Premium Strategy Statement 17-18

Pupil Premium is additional funding allocated to schools for pupils who are in receipt of free school meals (FSM) or who have been eligible for free school meals over the past 6 years (Ever 6 FSM). In addition, an allocation is also made to pupils in local authority care for more than 6 months (CLA) or Service children.

The Pupil Premium Grant (PPG) is money used to ensure that pupils who are at risk of underachievement are able to reach their full potential and access the same opportunities, provision and enrichment as those pupils not eligible for PPG.

Our long-term objective is to build a systematic and progressive structure of provision which will 'eliminate' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers.

Total Number of Pupils on roll	126
Total number of pupils eligible for PPG	57 (45%)
Total number of CLA pupils	4 (3%)
Total amount of PPG received	£ 71,930

Pupil Premium compared with non-Pupil Premium pupils overall progress judgement (July 18);

Progress 17/18	PP	Non-PP
Reading	91% Outstanding 3% Good 94%	88% Outstanding 6% Good 94%
Writing	86% Outstanding 11% Good 97%	87% Outstanding 4% Good 91%
Number	92% Outstanding 5% Good 97%	94% Outstanding 2% Good 96%
Overall Progress	51% Outstanding 44% Good 5% Requires improvement	60% Outstanding 35% Good 5% Requires improvement
Whole School Overall progress	55% Outstanding 40% Good 5% Requires improvement	

Barriers to attainment for pupils eligible for PP 17/18;

1. Behaviour/ social emotional needs – Identified pupils with complex needs (social and emotional/ trauma/ ASC) whose behaviour needs are impacting on progress/ place them as at risk of impacting on their progress.
2. Reading/ number/ communication – Identified PP pupils (complex SEN needs - ASC, dyslexia, Downs Syndrome, social and emotional) who make less than expected progress in reading/ number (identified through data/ Pupil Progress meetings).
3. Attendance – PP attendance has improved from 91.91% in 15/16 to 92.11% in 16/17 and is in

line with whole school attendance at 92.70%. There are currently 11 PP pupils (Sept 17) with less than 90% attendance for 16/17. Identified pupils with complex medical conditions/ social emotional needs will continue to be robustly monitored to ensure that are able to achieve above 90% attendance and make expected or better progress.

Desired outcomes and how they will be measured	Success criteria
To fully support the behavioural, social and emotional needs of pupils through accessing nurture intervention/ Play Therapy/ Drawing and Talking Therapy so that identified pupils can make good or better overall progress.	Pupils behaviour/ social and emotional needs will be well supported through the involvement of the Learning Mentor/ individual targeted therapies. Pupils will be able to make good or better overall progress/ increased Boxall Profile/ Curtis Scale scores (July 18) and be fully included in school activities.
Improve the progress and attainment of identified PP pupils in reading/ number/communication who are making less than good overall progress.	Pupils to access highly successful targeted interventions RR/ First Class at Number/ Downs Ed programme/ music intervention so that they are able to make good or better overall progress (July 18) and increased Reading Age/ Maths Age.
To ensure that identified pupils whose attendance is currently/ becomes less than 90% are robustly supported to improve their attendance so that they can make good or better overall progress.	Identified PP pupil's overall attendance will increase for 17/18 (case studies from 16/17) through robust monitoring – absence letters/ meetings with parents and funded support for concessionary transport places/ Breakfast Club where necessary so that pupils are able to make good or better overall progress (July 18). Whole school attendance for 17/18 was 91.04%. PP attendance for 17/18 was 90.63% (non-PP 91.37%)

PPG planned priorities for 2017/18;

Chosen action/approach. When will it be reviewed?	Cost	Objective/ Success Criteria	What is the evidence and rationale for choice? How will this be implemented effectively?
Reading Recovery with teacher (12 x week programme) and resources. Reviewed each term.	£14,029 RR teacher	Targeted 1:1 support for PP non-PP pupils using RR intervention/ Yes We Can Read programme so that they can make expected or better progress in reading. Success criteria; Pupils to demonstrate increased reading age/accuracy/ comprehension/ book levels/phonics skills from entry to exit of programme. Pupils to make good or better overall progress July 18.	Reading Recovery was initially implemented in Jan 14 and has been a highly effective intervention with 100% of pupils making progress of 3 months or better in a 10-week programme. RR teacher to liaise with RR teacher at OGC for peer support to ensure that pupils accessing this intervention make good progress. Pupils to be identified at PP meetings by DH/AHT. Impact to be overseen by PP Lead. Impact; Autumn 17 for 10 weeks - 100% of pupils (4) made progress. Average reading age score increase of group was 7 months in 10 weeks. Summer 18 for 10 weeks 100% of pupils (7) made progress. Average progress of group was; Letter identification average group progress; +5 Duncan Word test average group progress; +3

			<p>Writing vocab average group progress; +4</p> <p>Hearing sounds dictation average group progress; +11</p> <p>73% pupils (8 out of 11) were judged as making outstanding progress in reading (July 18)</p>
<p>'First Class@ Number' intervention with teacher (12-week programme) and resources. Reviewed each term.</p>	<p>£7015 Specialist teacher</p>	<p>Targeted group support for identified PP/ non-PP pupils to make progress in number.</p> <p>Success criteria; Pupils to demonstrate increased maths age from entry to exit of programme. Pupils to make good or better overall progress July 18.</p>	<p>First Class @ Number intervention is a tried and tested programme from Edge Hill university. It has been highly effective since we introduced it in October 15 and pupils have made at least 12 months progress or better in 12 weeks.</p> <p>Pupils to be identified at PP meetings by DT/AHT. Impact to be overseen by PP Lead.</p> <p>Impact; Spring 18 for 12 weeks. 87% of pupils (7/8) made progress. Average Maths Age score increase of group was 6 months in 12 weeks.</p> <p>100% pupils (8) were judged as making good or better progress in number with 87% of pupils making outstanding progress in number (July 18)</p>
<p>Learning Mentor TA (reviewed each term)</p> <p>Play therapy (reviewed each term)</p> <p>Drawing and Talking therapy</p>	<p>£10,620 Learning Mentor</p> <p>£3114 for 3 hours weekly Play Therapist</p> <p>Drawing and talking TA £4393</p>	<p>To support identified PP/ non-PP pupils with social and emotional needs/trauma.</p> <p>Success criteria; Pupils social and emotional needs will be highly effectively supported evidenced through increased Boxall profile scores/behaviour data/ good or better overall progress July 18.</p>	<p>In 2015 we introduced a Learning Mentor and nurture groups and play therapist to better support pupils' social and emotional needs. The Boxall Profile has also enabled us to plan and deliver individualised and targeted support programmes for pupils. The impact of this for pupils has been better self-regulation of their behaviour/ decreased behaviour incidents and increased Boxall profile scores/ overall progress.</p> <p>PP Lead to regularly meet with Play Therapist/ Drawing and Talking Therapist/ Learning Mentor to oversee impact/ planning of nurture programmes.</p> <p>Impact; July 18</p> <p>Nurture support – 7 pupils accessed this with the learning mentor for 10 months. 57% of pupils accessing nurture support were judged as good or better for overall progress.</p> <p>100% of these pupils made progress as measured by Boxall profile scores (July 18).</p> <p>Average Developmental Strands progress of group scores: 16 points (Sept - July 18)</p> <p>Average Diagnostic Strands progress of group scores;</p>

			<p>8 points (Sept to July 18)</p> <p>Play therapy – 4 pupils accessed play therapy over the year. 50% of pupils were judged as good or better for overall progress.</p> <p>Drawing and Talking Therapy - 4 pupils accessed this for 6 months. 100% pupils were judged as good or better for overall progress with 50% of pupils judged as making outstanding overall progress.</p>
<p>Resources to support PP pupils with individual identified needs (reviewed each term).</p>	<p>Music Intervention TA £9316</p> <p>Resources £19,976</p>	<p>To support identified PP pupils to make progress with individual needs.</p> <p>Success Criteria; To ensure that the attainment of PP pupils is in line with non-PP pupils.</p>	<p>We have found that an individualised approach for our pupils with complex needs is the most effective intervention in addressing individual barriers to learning e.g. Music Intervention TA, Downs Ed programme TA, funding concessionary transport/ OT assessments/ resources such as I-Pads, switches, ICT software - Eye Gaze, visual, sensory and communication resources.</p> <p>PP Lead to monitor individual PP pupils' progress and needs.</p> <p>Impact; July 18</p> <p>28 x pupils accessed Music Intervention; 96% of pupils were judged as making good or better overall progress with 32% of pupils judged as making outstanding overall progress (July 18).</p> <p>95% PP pupils (61) were judged as making good or better overall progress with 51% of pupils judged as making outstanding overall progress (July 18)</p>
<p>Enrichment/ Inclusion - Yr 6 residential/ breakfast club (review July 18.</p>	<p>£725</p>	<p>To ensure full access to enrichment/ inclusion activities and provide opportunities to develop social skills, independence, and foster self-esteem.</p> <p>Success Criteria; PP pupils will be able to fully access enrichment/inclusion activities and this will impact positively upon their self esteem, social skills and independence.</p>	<p>90% of pupils accessing breakfast club 16/17 made good or better overall progress with 40% making outstanding overall progress. Testimonials from staff/ pupil comments on previous residential trips have evidenced pupil's increased self esteem and confidence.</p> <p>PP Lead to monitor individual PP pupils' progress and needs.</p> <p>Impact; July 18</p> <p>9 pupils accessed breakfast club this year. 100% of pupils were judged as making good or better overall progress with 66% of pupils judged as making outstanding overall progress.</p> <p>All PP pupils who wanted to were</p>

			<p>able to access the Year 6 residential trip. Testimonials from staff supporting pupils with these activities evidenced an impact upon pupil's well-being, independence, self-esteem and confidence. 3 x pupils with complex medical/ behavioural needs were able to use the zip wire – a truly unique achievement for them!</p> <p>Pupil comments include '<i>I though kayaking was best I could paddle by myself</i>' and '<i>I liked sleeping in a bunk bed with my friends</i>'.</p>
Total PPG expenditure:			£ 69,188
Carry Forward:			£2,742