



# 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	51 (40%)
Total number of CLA pupils	3 (2%)
Total amount of PPG received	£ 69,111. Sept 17

## Pupil Premium compared with non Pupil Premium pupils meeting expected or better end of year target was as follows (July 17);

	Outstanding	Good	Requires improvement	Inadequate	Total % of pupils with good or better progress
<b>PP</b>	46.6%	50%	1.7%	1.7%	96.6%
<b>Non PP</b>	53.5%	36.6%	8.5%	1.4%	90.1%
<b>Whole school</b>	50.39	42.64%	5.43%	1.54%	93.03%

## Barriers to future attainment for pupils eligible for PP;

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	Pupils behaviour/ social and emotional needs will be well supported through the involvement of the Learning Mentor/ individual targeted

Talking Therapy so that identified pupils can make good or better overall progress.	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 pupils 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 where necessary so that pupils are able to make good or better overall progress (July 18).

### 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?
<b>Reading Recovery with teacher (12 x week programme) and resources. Reviewed each term.</b>	£12, 586 RR teacher	Targeted 1:1 support for PP pupils using RR intervention so that they can make expected or better progress in reading. <b>Success criteria;</b> 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. <b>Impact;</b>
<b>'First Class@ Number' 1 and 2 intervention with teacher (12 week programme) and resources. Reviewed each term.</b>	£6,293 Specialist teacher	Targeted group support for identified PP/ non PP pupils to make progress in number. <b>Success criteria;</b> Pupils to demonstrate increased maths age from entry to exit of programme. Pupils to make good or better overall progress July 18.	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. Pupils to be identified at PP meetings by DT/AHT. Impact to be overseen by PP Lead. <b>Impact;</b>
<b>Triple P/ Behaviour support led by PPTA (10 week programme to be reviewed Jan 18) and workbook resources.</b>	£9,930 PPTA + workbook resources	Group support for identified PP/non PP parents in managing child's behaviour. <b>Success criteria;</b> Parent entry/exit questionnaires. Behaviour data in	Triple P course selected using evidence of effectiveness for improving behaviour. Since introducing Triple P into school in Summer term 16 parents have reported that they feel more able to effectively manage their child's behaviour at home.

		school. Pupils to make expected or better progress July 18.	Identified parents to access Triple P programme with PPTA. Impact and planning to be overseen by PP Lead. <b>Impact;</b>
<p><b>Learning Mentor TA (reviewed each term)</b></p> <p><b>Play therapy (reviewed each term)</b></p> <p><b>Drawing and Talking therapy</b></p>	<p>£10,620 Learning Mentor</p> <p>£4,050 for 3 hours weekly Play Therapist</p> <p>Drawing and talking TA £3080</p>	<p>To support identified PP/non PP pupils with social and emotional needs/trauma.</p> <p><b>Success criteria;</b> 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><b>92% of pupils accessing nurture support made good or better overall progress/100% of pupils accessing play therapy made good or better overall progress (July 17).</b></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><b>Impact;</b></p>
<p><b>Resources to support PP pupils with individual identified needs (reviewed each term).</b></p>	<p>Music Intervention/ £9243</p> <p>Resources incl Downs Ed TA £11959</p>	<p>To support identified PP pupils to make progress with individual needs.</p> <p><b>Success Criteria;</b> 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><b>Impact;</b></p>
<p><b>Enrichment/ Inclusion - Yr 6 residential/ breakfast club (review July 17).</b></p>	<p>£1350</p>	<p>To ensure full access to enrichment/ inclusion activities and provide opportunities to develop social skills, independence, and foster self-esteem.</p> <p><b>Success Criteria;</b> PP pupils will be able to fully access enrichment/inclusion activities and this will</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><b>Impact;</b></p>

		impact positively upon their self esteem, social skills and independence.	
<b>Total planned PPG expenditure:</b>			<b>£ 69,111.</b>