



# Pupil Premium Strategy Statement 16-17

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	129
Total number of pupils eligible for PPG	51 (40%)
Total number of CLA pupils	3 (2%)
Total amount of PPG received	£80,690 (incl £8015 carry forward from 15/16)

## Pupil Premium compared with non Pupil Premium pupils meeting expected or better end of year target was as follows (July 16);

	Reading	Writing	Speaking	Listening	Number	SSM	U&A
PP	90%	95%	88%	93%	95%	93%	88%
Non PP	96%	92%	80%	88%	92%	80%	84%

Pupil Premium pupils have narrowed the gap in reading from -12.38% in July 15 to -6% in July 16 and exceeded non PP pupils in all other core subject strands.

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

1. Reading – PP pupils have made less progress than non PP pupils in reading – this includes a small cohort of pupils with complex SEN needs (ASC, dyslexia, Downs Syndrome).
2. Behaviour - pupil's complex needs (ASC/ social and emotional) and challenges in managing their behaviour linked to these needs consistently at school and home may impact upon their progress.
3. Attendance – PP attendance is lower than non PP attendance for 15-16 due to many of these pupils having complex medical needs. Reduced attendance impacts upon pupil progress.

Desired outcomes and how they will be measured	Success criteria
Improve the progress and attainment of identified PP pupils in reading who are currently making less than expected progress.	Pupils accessing RR programme will make rapid progress in R.A. and meet their EOY targets or better at the end of the year.
Ensure that the behavioural and social and emotional need of pupils is well met so that they can make expected or better progress.	Behaviour will be well managed in school and home resulting in fewer behaviour incidents so that pupils are able to be fully included in

	lessons and meet their EOY targets or better.
Ensure that identified needs related to PP pupil's attendance are addressed so that they can make expected or better progress.	Identified PP pupils overall attendance will increase for 16-17 (case studies from 15-16)

### PPG planned priorities for 2016/17 are;

<b>Chosen action/approach. When will it be reviewed?</b>	<b>Cost</b>	<b>Objective/ Success Criteria</b>	<b>What is the evidence and rationale for choice? How will this be implemented effectively?</b>
<b>Reading Recovery run by a PP Teaching Assistant (10x week programme to be reviewed Jan 17).</b>	£7,612	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.	Reading Recovery was implemented in Jan 14 with a Pupil Premium TA and has been a highly effective intervention with 100% of pupils making progress of 3 months or better in a 10 week programme. The RR TA will collaborate with the PP co-ordinator and peer RR coach at Oakgrove College to ensure that pupils accessing this intervention make good progress.
<b>'First Class@ Number' 1 and 2 intervention led by PP TA (12 week programme to be reviewed Jan 17).</b>	£21,289	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 and POS levels.	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 1 years progress or better in 12 weeks. Impact to be overseen by maths co-ordinator (who has attended the First Class training). Training to be delivered to class staff on implementing successful strategies from intervention in class. <b>Spring 17 – 100% of pupils (4) made progress - Average MA increase of group was 1.5 years in 12 x weeks</b>
<b>Triple P/ Behaviour support led by PPTA (10 week programme to be reviewed Jan 17).</b>	£13,994	To support identified PP/non PP pupils and their parents with behaviour for learning. <b>Success criteria;</b> Behaviour will be well managed in school and home resulting in fewer behaviour incidents so that pupils are able to be fully included in lessons and meet their EOY targets or better.	Triple P course selected using evidence of effectiveness. 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. New cohort of parents to access Triple P programme with PPTA. Triple P programme to be overseen by PP co-ordinator and also introduced to staff so that strategies to support pupils behaviour can be implemented consistently at home and school.
<b>Learning Mentor Support led by PP TA (review in Jan 17).</b>	£7,612	To support identified PP/non PP pupils social and emotional well being.	In 2015 we introduced a Learning Mentor and nurture groups and play therapist to better support pupils' social and emotional needs. The

<p><b>Play therapy (review in Jan 17).</b></p>	<p>£4346</p>	<p><b>Success criteria;</b> Pupils social and emotional needs will be highly effectively supported impacting on their progress so that they are able to meet their EOY targets or better.</p>	<p>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 resulting in fewer behaviour incidents and impacting positively upon their learning (100% met EOY targets or better in reading/ writing and 90% met EOY targets or better in number). PP co-ordinator to regularly meet with play therapist and Learning Mentor to plan and evaluate nurture programmes using Boxall Profile.</p>
<p><b>Resources to support individual PP pupils with identified needs/ school bus to support specific families with pupil's attendance (review Jan 17).</b></p>	<p>£18,505 £6,432 JIGSAW OT</p>	<p>To support identified PP pupils to make progress with individual identified needs. <b>Success Criteria;</b> To eliminate the gap so that the attainment of PP pupils is in line with their peers.</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. use of school bus/ TA to support specific pupil's attendance, resources such as I-Pads, switches, ICT software - Eye Gaze, visual, sensory, and communication resources. Individual case studies to record pupils' progress.</p>
<p><b>Enrichment/ Inclusion - Yr 6 residential/ breakfast club (review July 17).</b></p>	<p>£900</p>	<p>To ensure full access to enrichment activities and provide opportunities to develop social skills, independence, and foster self-esteem. <b>Success Criteria;</b> PP pupils will be able to fully access enrichment activities and this will impact positively upon their self esteem, social skills and independence.</p>	<p>We have a small cohort of pupils who are not having breakfast which is impacting upon their attention and listening skills in class. We plan to introduce breakfast club for these pupils at the start of the school day. Testimonials from staff that have supported pupils on previous residential trips have evidenced pupil's increased self esteem and confidence. Case studies (breakfast club) and pupil self evaluation forms following residential trips to evidence impact.</p>
<p><b>Total planned PPG expenditure:</b></p>			<p><b>£ 80,690</b></p>