

## Pupil Premium Funding Guiding Principles for 2016 2017

<b>PUPIL PREMIUM GRANT REPORT 2016 - 2017</b>	
Total number of pupils on role	372
Total number of pupils eligible for PPG	78
Amount PPG received per pupil	71 @ £1320 FSM/Ever 6 4 @ £300 Service Children 4@ £1900 Post LAC
Total amount of PPG received	101,200

- To continue to ensure all teaching is good or better and so ensure that Pupil Premium children make more than expected progress in order to close the gap in learning.
- To improve the percentage of pupil premium children working at ARE in reading and writing in specific year groups
- To improve the percentage of pupil premium children working at ARE in maths in specific year groups
- To increase the attendance of Pupil Premium children so that it is in line with or above National averages and reduce the number of Pupil Premium pupils who are persistently absent.
- To accelerate the progress of pupils who have SEND and who are also Pupil Premium children
- To continue to challenge learning behaviours so that specific children are more independent, resilient and motivated to learn

Objective	Action	Key Staff	Funding	Intended outcomes	Impact
To continue to improve the quality and consistency of teaching.	Teaching and Learning Leader to coach and provide support for year teams and/or teachers  Book monitoring/moderation  Observation of teaching across the school	Teaching and Learning Lead	£10, 386	To continue to improve the quality of teaching in writing  Support for new members of staff  Specific teacher support where Progress and/or attainment of PP pupils is of a concern  Improve the percentages of pupils working at ARE in writing	

<p>To improve the percentage of pupil premium children working at ARE in writing in specific year groups (2016 – 2017: Year 3, 4, 5 and 6)</p>	<p>Teaching and Learning Leader to coach and provide support for year teams and/or teachers</p> <p>Year 4, 5 and Year 6 Pupil Premium Lead Teacher Intervention to support Year 4, 5 and Year 6 writing.</p> <p>Targeted interventions e.g. Accelerwrite?, 1:1 writing conferencing, key domain small group support</p>	<p>Teaching and Learning Lead</p> <p>Pupil Premium Learning Lead Teacher Year 6.</p> <p>Pupil Premium Lead Teacher Year 5</p> <p>Pupil Premium Lead Teacher Year 4</p> <p>Pupil Premium Lead teacher Year 3</p>	<p>Total cost for staffing: £44,402</p>	<p>To improve the percentage of pupil premium children working at ARE in writing so that they are in line or above National Averages.</p> <p>Current ARE Percentages Summer 2 –</p> <p>Year 3 – EKS1 data:</p> <p>Year 4 – 73%</p> <p>Year 5 – 58%</p> <p>Year 6 – 64%</p> <p><b>Milestones for 2016 - 2017</b></p> <p>End of Autumn Term</p> <p>Year 3-</p> <p>Year 4-78%</p> <p>Year 5-65%</p> <p>Year 6-70%</p> <p>End of Spring</p> <p>Year 3-</p> <p>Year 4-82%</p> <p>Year 5-75%</p> <p>Year 6- 75%</p> <p>End of Summer</p> <p>Year 3-85%</p> <p>Year 4-90%</p> <p>Year 5-85%</p> <p>Year 6-85%</p>	
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<p>To improve the percentage of pupil premium children working at ARE in reading in specific year groups – 2016 – 2017 Year 6.</p> <p>( Ref. Whole School Strategic Plan)</p>	<p>Teaching and Learning Leader to coach and provide support for year teams and/or teachers</p> <p>Pupil Premium Lead Teacher Intervention to support Year 6</p> <p>Targeted interventions e.g. Accelerated, individual reading, book clubs etc, reading boosters</p>	<p>Teaching and Learning Lead</p> <p>Pupil Premium Lead Teacher Year 6</p> <p>English Leader</p> <p>School Librarian</p>	<p>See above staffing cost</p> <p>+ an additional £1590</p>	<p>To improve the percentage of pupil premium children working at ARE in reading so that they are in line or above National Averages ( Test and Teacher Assessment).</p> <p>Current ARE Percentages Summer 2 -</p> <p>Year 6 – 75%</p> <p>Milestones –</p> <p>Autumn:78%</p> <p>Spring:82%</p> <p>Summer:85%</p> <p>Analysis of intervention impacts shows that pupils are benefitting from the additional support/intervention which is in turn driving standards higher.</p> <p>Baseline Vernon reading data shows that a minimum of 1:2 ratio gains have been made.</p>	
<p>To improve the percentage of pupil premium children working at ARE in maths in specific year</p>	<p>Teaching and Learning Leader to coach and provide support for year teams and/or teachers</p> <p>Pupil Premium Lead Teacher Intervention to support Year 4 and Year 6.</p>	<p>Teaching and Learning Lead</p> <p>Pupil Premium Lead Teacher Year 4 and Year 6</p>	<p>Included in staffing costs</p>	<p>To improve the percentage of pupil premium children working at ARE in writing so that they are in line or above National Averages.</p> <p>Current ARE Percentages Summer 2 -</p>	

<p>groups – 2016 – 2017 Year 4 and Year 6.</p>	<p>Targeted interventions e.g. 1:1 pre-teaching, precision teaching</p>			<p>Year 4:82% Year 6:79%</p> <p><b>Milestones for 2016 - 2017</b></p> <p>End of Autumn Term Year 4-84% Year 6-81%</p> <p>End of Spring Year 4-86% Year 6-83%</p> <p>End of Summer Year 4-90% Year 6-85%</p>																
<p>To increase the attendance of Pupil Premium children so that it is in line with or above National averages</p>	<p>Pupil Premium Leader (DHT) to monitor absence below 95% monthly.</p> <p>Introduce rewards system for pupils whose attendance is 98% and above.</p> <p>Introduce and conduct structured conversations for all Pupil Premium children with attendance below 95% in 2015 2016.</p> <p>Attendance will forms a key part of discussions and actions in the Team Around the Child Meeting.</p>	<p>DHT</p> <p>DHT</p> <p>Time allocation from HT DHT AHT</p>	<p>Included in staffing costs</p> <p>£8000</p> <p>12,831.67</p>	<p>Attendance of PP pupils at least matches non PP pupils in all year groups.</p> <p>2015 2016 Attendance data (cumulative %)</p> <table border="1" data-bbox="1216 1114 1675 1198"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>TBC</td> <td>94.6</td> <td>94.4</td> <td>95.4</td> </tr> <tr> <td>Non PP</td> <td>TBC</td> <td>97.2</td> <td>97</td> <td>97.6</td> </tr> </tbody> </table> <p>Pupil premium pupils average attendance is at least 97% and above by the end of the year.</p>		Year 3	Year 4	Year 5	Year 6	PP	TBC	94.6	94.4	95.4	Non PP	TBC	97.2	97	97.6	
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	Breakfast club offer to support children with attendance below 95%	All staff	£2000	Increased parental engagement	
To reduce the number of Pupil Premium pupils who are persistently absent.	<p>Pupil Premium Leader ( DHT) to monitor absence below 95% weekly.</p> <p>Introduce rewards system for pupils whose attendance is 98% and above.</p> <p>Introduce and conduct regular structured conversations for all Pupil Premium children with attendance below 90 % in 2015 2016.</p> <p>School to take a proactive stance in persuing persistent absence through legal channels.</p> <p>Targeted support from Home School Link Worker</p> <p>Breakfast club offer to support children with attendance below 95%</p>	<p>DHT</p> <p>DHT</p> <p>HT DHT AHT</p> <p>HT</p> <p>HSLW</p>	<p>Included in staffing costs</p> <p>£</p> <p>(identified in Breakfast Club provision)</p>	Persistent absenteeism is eliminated through a rigorous and robust approach.	
To improve targeting children's attainment in specific subjects through appropriate interventions.	<p>Look at domain sheets and finely tune interventions/support for these pupils</p> <p>DHT to create an initial provision overview for the start of the academic year based on domain sheets and updated pupil premium passports.</p>	All staff DHT	Included in staffing costs	(see Pupil Premium Provision plans for each year group which addresses the specific needs of the cohort and individuals)	

	<p>Monitor provision based on the overview</p> <p>Meet with year teams half termly to review progress and evaluate impact of interventions</p> <p>Pupil Premium Lead teacher allocated for each year group</p> <p>Review impact and adjust accordingly.</p>				
<p>To accelerate the progress of pupils who have SEND and who are also Pupil Premium children</p>	<p>Look at domain sheets and finely tune interventions/support for these pupils.</p> <p>Half termly meetings between DHT /PPL and SENCo to discuss pupils and put in to place individualised support.</p> <p>Key domain sheets indicate impact of personalised plans put in to place. Analysis to be completed each half term.</p> <p>10hours of allocated LSA support time per week</p>	<p>DHT and SENCo</p>	<p>Included in staffing costs</p> <p>+ an additional £4531</p>	<p>% indicates percentage of pupils who are SEND and Pupil Premium</p> <p>Year 3: 46%</p> <p>Year 4: 9%</p> <p>Year 5: 11%</p> <p>Year 6: 18%</p> <p>Progress is accelerated for pupils who fall in to this group as outlined though half termly analysis.</p>	
<p>To continue to develop the strategic leadership of pupil premium through regular monitoring and evaluation</p>	<p>DHT /PPL leadership time</p> <p>Support from the Local Authority</p> <p>Development of the Pupil Premium Team meeting approach</p> <p>School Improvement Team meetings</p> <p>Staff meeting Pupil Premium Team</p>	<p>DHT</p> <p>LA</p> <p>All staff</p>	<p>£6447</p> <p>£900</p>	<p>Two weekly monitoring will take place in the form of lesson/ book/ pupil trail/pupil conferencing, and a written report in place which identify key actions for pupils/teachers/year groups.</p> <p>Increased percentage of pupils working at ARE as evidenced through outcomes.</p>	

	meetings introduced to monitor and evaluate provision and attainment of pupil premium pupils.  Governing Body Pupil Premium monitoring on half termly basis and reports written	Governing Body			
To support children to be ready to learn through ELSA support	ELSA support time provided	ELSA All Staff	£5833	An increase in the percentage in the number of Pupil Premium Children who are ready to learn is evidenced through Pupil Premium passports.  Baseline assessments to be completed to assess impact.	
To provide financial support to access opportunities that widen children's experiences	Residential funding  School visit funding  Clubs  Specialist class music tuition  Specialist languages tuition and enrichment activities – specifically for children who are at or above ARE (½ day per week)	Allocated specialist teacher	£3800  £500  £1000  £8359  £3237	Pupils report their enjoyment.  Pupils are given opportunities and experiences which may not have been possible without funding.	
To continue to challenge learning behaviours so that specific children are more independent, resilient and	Previous class teachers to identify pupils Passports identify the need in this area  Provision map created and identifies specific children  T and L lead complete observations of specific children/groups of children	Teaching staff  PPL  T and L lead teacher  Pupils and T and L lead	Funded through allocation for Teaching and Learning Lead teacher	Baseline assessment and intervention impact statements identify improvement in this area for all pupils  Teaching staff report that there is an increase the percentage in the number of Pupil Premium Children who are ready to learn and is evidenced through Pupil Premium passports.	

motivated to learn	<p>identified</p> <p>1:1/Group work on learning behaviours through T and L lead</p> <p>Support and liaison between class teacher and T and L support put in to place in order to promote learning behaviours</p>	Teaching staff and T and L lead		Increase in the percentage of pupils attaining ARE in reading, writing and maths	
Staff training – whole school	Reading in light of recent developments and end of Key stage 2 outcomes – whole school training	LA – INSET Day Focussing on reading	£600	<p>Improved outcomes for pupil premium pupils so that they at least match National Averages.</p> <p>The gap in attainment between pupil premium pupils and non pupil premium pupils will be narrowed considerably in reading.</p>	

Please note: an additional commitment of £33,364 has been allocated from the main school budget.