# Pupil premium strategy statement Our Lady of the Angels RC Primary School

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| 1. **Summary information** | | | | | |
| **School** | Our Lady of the Angels RC Primary School | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | £66,000 | **Date of most recent PP Review** | 05/17 |
| **Total number of pupils** | 187 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | 6/17 |

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| 1. **Current attainment** | | | | |
| July 2016 | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard in: Reading** | | **71%** | | ***66%*** |
| **Writing** | | **61%** | | ***74%*** |
| **Maths** | | **65%** | | ***70%*** |
| **% making at least 5 steps of progress in reading (or equivalent)** | | **88%** | |  |
| **% making at least 5 steps of progress in writing (or equivalent)** | | **85%** | |  |
| **% making at least 5 steps of progress in maths (or equivalent)** | | **82%** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | Social and emotional barriers to learning: Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning. Use of the THRIVE and SEAL programmes within school. Children in Y2, Y3, Y5 and Y6 have identified emotional needs that impact on their behaviour and ultimately affect whether or not they present to be learning ready. Using the THRIVE assessment at the beginning and end of the planned sessions we aim to show progress. We are providing our children with these individual and group interventions to ensure they are learning ready by supporting their personal social and emotional needs.  can measurethrough thrive | | | |
|  | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities. The percentage of Pupil Premium children accessing clubs is 44% (20/45) Residential visits (Y5 and Y6 only) is 80% and 83% (5/6) who have been nominated for an Enrichment Workshop so far have attended these. Target: for at least 70 % to access these activities this academic year. If we did not provide this, then many of our children would not access these opportunities.  Why? Is this something they wouldn’t access otherwise? Give % of pupils who do not access so you can show increase. | | | |
|  | Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting **or exceeding** end of year age-related objectives. | | More Able Pupil Premium children: SEND Pupil Premium children: EAL Pupil Premium children: Pupil Premium children who have identified social and/or emotional behaviours:  Other identified cohorts of Vulnerable Pupil Premium children including those who have FSM, Summer born birthdays: | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | Attendance and in particular punctuality. Up to and including the end of Autumn half-term 1, the 40% (18/45) Pupil Premium children have an attendance of below 96%. With the exception of one child – whose parent is now being supported by the Family Support Worker, the remaining children have a valid medical reason for being absent or they have suffered prolonged illness. We have introduced the weekly ‘Attendance Aspiration’ competition during our Friday Celebration Assemblies. This will communicate the message that attendance at school is extremely important and that as individual classes we should all strive for the best it can be. The class with the highest attendance will win and this will be recorded on a hall display board for all to see throughout the year. The class with the highest attendance each week will also expect a small treat from their class teacher to be decided by the children. Friday Celebration Assemblies are attended by parents/carers, so they too will receive the message clearly that we have high expectations regarding attendance – and punctuality, unless there is a significant reason. We will keep track of the winners, to measure trends in the outcome of this. Analysing the Pupil Premium attendance data from 2015-16 demonstrated that there were 3 families that needed an intervention to improve their children’s ATTENDANCE at school. **The data for 2015-16 is as follows: 89.2% for child (family 1) 92.1% for child 1, 92.4 % for child 2, 91.6% for child 3 (family 2) 86.3% for child 1 and child 2 (family 3)** **The data so far for 2016-17 is as follows: 86.9% for child (family 1) \*This includes 8 late arrivals after the register closed – 9.5%\* 100% for all three children (family 2) 97.6% for child 1 90.5% child 2 (family 3)**  We are monitoring closely the attendance of child 2 from family 3. One of the three identified families who were causing concern have improved their children’s attendance; family 2 is working hard to ensure the attendance percentage remains high. We are continuing to monitor all three families closely to ensure we can further encourage a positive percentage of attendance above 96% overall by the end of the year. The family that remains a concern is working alongside our Family Support Worker to improve their child’s punctuality, ensuring the child is in school BEFORE the register closes; therefore reducing the amount of unauthorised absences. Overall, the data from 2015-16 does not demonstrate any serious concerns regarding the punctuality of our Pupil Premium children, apart from the one family now receiving interventions from the Family Support Worker. 2016 – 17 data to date: Attendance: % of authorised absence: 64% (29/45) % of unauthorised absences: 20% (9/45) % for persistent absence 2% (1/45) Punctuality: % of children who are late BEFORE the register closes: 27% (12/45) % of children who are late AFTER the register closes: 13% (6/45) % for persistent absence 2% (1/45)  Reducing the number of children who arrive late into school is a priority and a target to improve. | | | |
| 1. **Desired outcomes** | | | **Success criteria** | |
|  | Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning:   * Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform of future social and emotional interventions. * Programmes of appropriate interventions will be designed to fulfil the needs of each child based upon the outcomes of these questionnaires. * Use of the correct procedures in place to allow the social and emotional interventions to take place appropriately. * Feedback meetings to families regarding progress and additional support signposted when necessary | | * The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom. * A regular review (half-termly) of the designated children involved in the THRIVE and SEAL programmes, will ensure the correct children are always identified and receiving support. * Regular opportunities for support staff to feedback to relevant parties – SLT, SENDCo, teachers and parents will enable a whole school approach to improving the social and emotional needs of the identified children. | |
|  | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities:   * Pupils are able to participate fully in school trips and residential trips * Learning is supported by trips that are carefully planned to enhance the school’s curriculum * Initial letters and meetings include information for parents about available funding * PTA to liaise with parents and HT regarding specific requests for funding * Teachers made aware of funding available – can approach parents if appropriate | | * Pupil Premium children do not miss out on social skills, independence, perseverance and team-work which are developed through participation in group activities and/or over- night stays on residentials. * Children involved in the THRIVE and SEAL programmes within school have further opportunities to put the skills learnt at these interventions into practice. | |
|  | * Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting end of year age-related objectives:   **TEACHING AND LEARNING STRATEGIES:**   * Consolidation of learning completed in classes – time for practise and application of skills. More Able Pupil Premium children are given the opportunity to attend Enrichment workshops run by the University of Exeter Graduate School, in addition to workshops and ‘Booster Groups’ that can be designed and delivered by experienced members of staff within school. * Specified teaching staff are being trained using ‘Lilac Sky Coaching strategies: Staff will be more confident in planning lessons and small group intervention activities using the skills of Co-operative learning, frequent assessment and questioning - and learning to learn strategies to be used in daily teaching and learning activities for the benefit of ALL children. **Jan 2017: Staff need to review their coaching input and its impact by the end of Spring 1. What difference(s) has the coaching made to their teaching and learning outcomes?** * Pre-teaching to prepare all for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. * Where Pre-teaching tasks are set as home learning, Pupil Premium children will have time to complete these tasks in school if they are unable to do so at home. **Our expectation is that Parent Learning overviews are sent to parents a few days before starting the new learning experience, so that parents have the opportunity to see future teaching input, with the Hook and Outcome clearly highlighted. The Learning Experience Parent Topic Webs are also on each class page and updated regularly.**   **FOCUSED INTERVENTIONS AND TA SUPPORT WITHIN CLASS:**   * Learning tasks are tailored to meet the specific needs of all Pupil Premium children, therefore ‘closing the gaps using clear and specific AFL activities and strategies such as PALS to allow the children to assume an active role in their own learning and take more responsibility for their learning in a less prescriptive manner.   **Jan 3rd 2017: INSET was devoted to learning and embedding AFL strategies that can be used across the curriculum.**   * 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) * Support within lessons to improve understanding of learning in reading, writing and maths. * Homework will be completed regularly, including entries in Reading Diaries. * Priority reading with TAs if pupils are unable to read at home * Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas * Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. **\*GEPs need to link specifically to targets and progress overall. This needs to be clear in the reviews written by teachers.** * Interventions will adopt the proven classroom management strategies – rapid pace of instruction, valuing all pupil responses and maintaining the common language for discipline outside the classroom. * Teacher and SENCO reviews – careful planning of interventions to be completed each half term/phase * Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality and develop action plan as necessary to ensure the gap does not widen due to absence.   **ENGAGEMENT OF PARENTS OF PUPIL PREMIUM CHILDREN:**   * Improve Outdoor Learning Opportunities: Encourage parents and carers who have low aspiration and disenfranchisement with education to involve themselves in the project to further improve the school grounds for the benefit of their children (and the school overall) * Through the use of workshops e.g. Maths workshops, parents will have the opportunity to participate in learning alongside their children. | | * All Pupil Premium children will have improved their learning outcomes in reading, writing and maths (meeting end of year age-related objectives) * All Pupil Premium children will be developing confidence in these specified areas of the curriculum both within school and in wider school initiatives. * All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks. Monitor Reading Diaries for recorded and dated entries. Pupil Premium children are reading independently and with enjoyment both within and outside the school environment. * Clear communication with the SENCO will ensure that strategies utilised in interventions remain as robust and relevant to raising the achievements of all Pupil Premium children. * Pupil Premium children will receive high level, quality interventions leading to improved learning outcomes overall.   As a result, Pupils who are on the SEN register and in receipt of PP have their  individual targets reviewed regularly and aspirational targets are  set for their progress each half-term.   * Pupil Premium children will regard school not just as an indoor classroom and that learning can successfully take place outdoors too. * Parents are informed about the modern teaching and learning strategies that are being taught in school and they feel empowered to help their children with their learning at home. | |
|  | **EMPHASIS ON COMBINED ACHIEVEMENT:**  **Within the changes to accountability, there is an emphasis on a combined achievement.**   * **In the Primary School Performance tables there's a very strong emphasis given to the percentage of pupils who achieve expected standard in all three of Reading, Writing and Maths.** * **Ours last year was 20%. The national average of 53%. The attainment element of the floor standards is 65%.** * **WE HAVE PURCHASED THE PUMA AND PIRA STANDARDISED TESTS FOR Y1 – Y6 TO COMPLETE AT THE START OF EACH TERM TO MONITOR PROGRESS AND ASSESS THE IMPACT OF QUALITY FIRST TEACHING AND LEARNING.** * **Think about V1 V2 and V3 – vulnerable in 1, 2 or all 3 subject areas. V0 if there are no issues!** * **It's helpful to assess children as being either vulnerable in 1 subject, in 2 or in all 3. (Some won't be vulnerable in any of course!) That then will help us to know where and how to concentrate our efforts.** * **When we're responding to our main assessments from Insight (i.e. in Pupil Progress Meetings), this will be a useful exercise to complete in all year groups.** * **Pupil Premium children will remain a focus regardless, but the nature and extent of that focus might change. Similarly with SEND.** * **Potential to look at this as a three way VENN DIAGRAM:**   **R**  **W M**  **Potentially a useful tool and working document that is regularly updated to show where the children have come from and where we still need to focus our efforts, both with the disadvantaged children and the remainder of the class. The Venn Diagram of progress can be obtained through Target Tracker.**  **EAL CHILDREN:**   * Support specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar through regular intervention groups and strategies such a PALS to improve reading fluency and comprehension. * Support pupils to develop appropriate social skills which are a key component to interacting with others through close communication between TAs, teachers and HT to track pupils with concerning difficulties with S&L and develop action plan as necessary * Feedback meetings to families regarding progress and additional support signposted when necessary. | | * EAL Pupil Premium children will reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life, both in school and in a wider school or home learning environment. | |
|  | Attendance and in particular punctuality:   * All Pupil Premium children will be in school at the correct time – calm and ready to learn. Support will be given to children and families by the newly appointed Parental Support Advisor (PSA) * Support to children and families requiring additional support including working with multi-agency approach to ensure children are ready for learning and are supported by their families. * Children who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. | | * Punctuality of Pupil Premium children will improve. The intervention of the PSA as appropriate will help to reduce the number of persistent number of absentees among pupils eligible for Pupil Premium and ensure that all these children meet the expected attendance target of 96%. * Use of CPOMS will be used efficiently to highlight and monitor children who are deemed at risk. * The PSA will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required. * Direct communication with the on-site Pre School, ensures that the families who require support are identified early. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2016 - 17** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Target Pupil Premium children for support within the lesson. | Check the children understand what is required of them and challenge their knowledge through questioning e.g. Blooms Taxonomy.  Check the children know exactly where they are aiming for within the lesson and they know what they need to do to improve. | | PP children feel supported with their learning IN SCHOOL, even though this might not be the case at home. PP children’s belief in their own ability should develop, especially if this is used alongside Growth Mindset strategies for improving the attitudes to learning for the class as a whole group.  **\*Jan 2017: New SEAL groups set up and regularly reviewed to ensure all children are learning ready. 1:1 mentoring is also available where needed.** | Ensure staff know confidently who their PP children are through regular monitoring e.g. lesson drop in, learning walks, formal observations |  | Ongoing throughout the academic year; termly. |
| Support for More Able children.  **\*Malou: experienced teacher employed x2 days per week to work with Y6 Booster Groups including Pupil Premium children.** | Encourage the More Able Pupil Premium children to attend an Enrichment Workshop where possible.  (University of Exeter) and local workshops Shiphay Academy. | | Workshops led by well-qualified and specialist teachers will enhance the existing strengths, skills and abilities of the children where relevant. Children will be able to meet with their peers from other schools with the aim of challenging their thinking and to improve their self-esteem and confidence. | A register of attendance and the workshops attended will be recorded in school.  Discuss the workshops and their outcomes with parents to gauge their opinions on the Enrichment opportunities provided. |  | Ongoing with the relevant children and their families. |
| To provide additional support to children who are Statement of Special Educational Need or are on School Action or School Action Plus\* | Small Group Education plans detail additional interventions that are needed to close the attainment gap. | | Enables these children to fully access all of the curriculum and allows one to one support to ensure the child is able to progress as quickly as possible.  \* This is in addition to the support we are required to provide by any statement of SEN  Teaching Assistants alongside teachers work directly with children eligible for Pupil Premium and support them with their learning and development. | Teachers monitor, adapt and adjust teaching and learning targets as appropriate for the designated children. |  | Weekly as appropriate and once per half-term. |
| **Budgeted cost** | | | | | | £56, 959.70 |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Meeting the children’s specific learning needs: Appropriate and timely interventions | Group Learning Plans, Individual Learning Plans  Three distinct waves of intervention:  Wave 1: Quality first classroom teaching.  Wave 2: Time limited small group intervention outside the classroom.  Wave 3: Specific targeted interventions for children outside the classroom, | | Specific learning targets and small group interventions planned and managed by experienced teaching staff, have proven effective in enabling all children to aspire and achieve their potential.  This approach will tackle fundamental gaps in skills, knowledge and understanding which is preventing progress.  These could be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation. | Regular review of group and individual targets by all teaching staff will enable targets and approaches to be changed and amended as necessary. |  | Half-termly/Termly reviews |
| To further improve School Attendance | Employment of an experienced and well-qualified parental support advisor.  Hall Display to encourage attendance through weekly Assembly class competition. | | Attending a ‘Late Gate,’ once per week will identify families who are in need of support in ensuring their children arrive in school promptly and ready to learn. The parental support advisor will also be able to visit the home addresses of children who fail to attend if there is not any prior evidence of communication between home and school. | The Head and SLT will monitor the names of individual families who are persistently late arriving in school during our weekly SLT Meeting and Vulnerable Children meetings. SLT members will be present in the morning when the parental support advisor is attending the gate.  Children with attendance issues will be provided with work to ensure they catch up with their peers. |  | Weekly during our whole school SLT Meeting and weekly Vulnerable Children Meeting. |
| **Budgeted cost** | | | | | | £9,040.30 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Help the children view school as a positive and engaging place to be. | Appoint Curriculum Ambassadors who first and foremost are Pupil Premium More Able children who can appoint their own Deputy from other PP children in their class. | | Curriculum Ambassadors should be more engaged with school as a learning environment as a mutually respectful relationship should develop as their role is recognised as significant. Use of praise and rewards, including a visible ‘badge of honour’ should lead to an improvement in their own self-esteem as learners and their aspirations.  **SPR 2: Ask for PP children in the first instance from Y4, Y5 and Y6.** | Curriculum Ambassadors will meet regularly with senior members of staff to review and highlight their work.  The Curriculum Ambassadors should aim to visit at least two other schools throughout their time in their role, to observe and report on the curriculum elsewhere to inspire them and think of ideas to enhance their home school curriculum. |  | Appoint Pupil Premium Curriculum Ambassadors annually, with the aim that each child should be in role at some point in their Primary School career. |
| Raise the self-esteem of Pupil Premium children as individuals and learners. | To develop our use of the THRIVE and SEAL initiatives to enhance our nurturing and supportive learning environment in addition to academic interventions. | | Both the THRIVE and SEAL initiatives are successfully used in daily school life. Our THRIVE room provides a secure and safe environment for those children who need it. | Teachers and support staff receive regular training and advice. Weekly meetings are held to discuss the support required by individual children. We are proactive in ensuring all of our children are closely monitored and receive the correct input as appropriate to nurture and support their needs. |  | THRIVE and SEAL needs are reviewed daily and weekly. |
| TUFC In The Community | Encourage Pupil Premium children who might not necessarily be involved in sports clubs. | | Specialist coaches from TUFC ITC are contracted to come in and deliver organised sports coaching and games. | The TUFC sessions are timetabled into our school day, so that children receive quality first teaching in multi-skills sports. |  | Weekly. The TUFC coaches share their planning and outcomes with members of staff. |
| Lunchtime Play Leaders:  MTAs leading play based games | Encourage Pupil Premium children who might not necessarily be involved in sports clubs. | | Play Leaders give time to support children and develop games at lunch time, particularly in supporting those who do not otherwise participate in sport clubs in school.  Designed to encourage children of all abilities, working alongside the Pupil Premium children where relevant and needed. | Lunchtimes are used proactively to encourage children to participate in a variety of activities in different playground zones. |  | Daily and weekly. |
| Give children the opportunity to experience extra-curricular activities e.g. Residential trips. | The school will subsidise the cost of activities to enable children to participate where they might not have done so before. | | Children will have the opportunity to experience Outdoor Education activities. | No child will feel excluded from attending Residential trips and these children will have the same opportunities as their peers. |  | As appropriate – at least monthly dependent upon the activity. |
| **OFSTED ACTION POINTS:**  **PUPIL PREMIUM: June 2017**  At the start of a sequence of work in English and Maths, all children whether PP or non PP complete an Elicitation task. At the end of a sequence all children complete an Application task. | Clear elicitation tasks will take place at the start and end of a sequence of work, to track the progress within the sequence and to monitor where we need to include timely interventions. | | This will help inform us of the children who are not making ARE and/or accelerated progress. The children who are highlighted will be in an intervention group to ensure their progress is as expected or better. | Regular Book Scrutinies by English, Maths (and Science Leaders.)  Monitoring of all year groups and the children not working at ARE using an XCEL spreadsheet to track the names of individual children in each year group. | All Staff | Every two – three weeks depending on the length of the sequence. |
| Review the GEPs every 3 weeks for Reading, Writing and Maths to inform Pupil Progress Meetings. | Review the GEPs and targets every three weeks to ensure the actions are relevant and specific for individual children. The expectation is that all Pupil Premium are in an Intervention Group. | | The targets need to be reviewed every three weeks, so that they can be altered as necessary. | Teachers will be held to account for the progress of Pupil Premium children. The progress of individuals will be monitored cohesively by SLT to ensure that the impact of the GEPs and Intervention groups is showing within each individual child’s performance data across the curriculum. | All Staff  SLT | Every three weeks and Pupil Progress meetings in between. |
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| **Budgeted cost** | | | | | | **Included in above** |

Pupil Premium Strategy Statement: Our Lady of the Angels Catholic Primary School

We recognise Our Lady of the Angels’ Catholic uniqueness as a place where Christ's presence is evident to see. We provide opportunities for the whole school community to celebrate and share the word of God through daily acts of Worship, collective prayer – and through our hard working ethos. All members of our school community recognise each other as individuals, uniquely created by God. Our mission is to ensure that children’s learning outcomes are not dependent on their family’s income level. We support each other to fulfil our potential, academically, socially, morally and personally.

**How will the school measure the impact of the Pupil Premium?**

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Our Lady of the Angels Catholic Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every half term) and will include a member of Senior Leadership, teachers and feeds in information from TAs.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Governors’ Pastoral, Achievement, Leadership & Effectiveness committee meetings.

What have we done up to now?

* Ensure quality first teaching is taking place across the school.
* **IMPACT: EYFS 2017: GLD 74% ( 60% PP) KS1 outcomes 2017: Reading 79% (43% PP) Writing 64% (29% PP) Maths 71% (14%PP)**

**Phonics 81% 15/18 (83%) 2/3 (67%PP)**

* Experienced additional Y6 teacher employed to teach and support Maths and English Booster groups.
* **IMPACT: 9/16 56.3% 2/6 (33.3%PP) Reading 12/16 (75%) 3/6 (50%PP) SPAG 9/16 (56.3%) 2/6 (33.3%PP) Maths 2/16 (12.5%) 2/6 (33.3%PP) Writing achieved ARE or better in the KS2 SATS.**
* Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform of future social and emotional interventions.
* **IMPACT:** Individual children from specific year groups where the need has been significant have had the benefit of the THRIVE approach to ensure that the children are ‘learning ready’:

Y2: 36% positive impact Y6: 37% positive impact

* Strategies to improve School Attendance: Hall display set up to visualise the whole school attendance competition. Weekly Attendance champions in the Newsletter. School Attendance Officer and the ‘Door Knocking Service’ are working very effectively to ensure every child’s attendance is the best it can be.
* **IMPACT: Up to and including the end of Summer Term 2017, (8/46) 17% Pupil Premium children have an attendance of below 90%. (22/46) 48% Pupil Premium children have an attendance below 96%. OFSTED in their recent monitoring visit (JUNE 2017) noted that we have worked to improve the attendance of our children: ‘You have successfully reversed the downward trend in attendance. The work of the family support worker and better monitoring of pupil’s absence is paying off. Prioritising good attendance for disadvantaged pupils through the school’s pupil premium strategy is proving successful. The attendance of this group of pupils is improving quickly.’**
* TUFC have run PE sessions in school and after school clubs; school residentials and school trips have been subsidised to support our PP children.
* **IMPACT: The percentage of Pupil Premium children accessing clubs Summer Term 2017 is 46% (21/46) Residential visits 100% of Pupil Premium children accessed the Residential Visit in Y5 % (5/6) accessed the Residential Visit in Y6 and 80% (8/10) who have been nominated for an external Enrichment Workshop have attended these. Target: for at least 70 % to access these activities this academic year. If we did not provide this, then many of our children would not access these opportunities**

What do we need to carry forward?

* Ensure quality first teaching is taking place across the school; including keeping the support of an additional experienced Y6 teacher to begin supporting the current Y5 and onwards as they make the transition into Y6.
* Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform of future social and emotional interventions. Use of a trained Counsellor to support children where THRIVE and SEAL programmes are not suitable.
* Further embed the PUMA and PIRA standardised assessment tests to meet the children’s specific learning needs: Appropriate and timely interventions - Group Learning Plans, Individual Learning Plans

Three distinct waves of intervention:

Wave 1: Quality first classroom teaching.

Wave 2: Time limited small group intervention outside the classroom.

Wave 3: Specific targeted interventions for children outside the classroom

Test the children’s knowledge and skills at the start of term (Cold Ellicitation) assess with challenges and mini assessments at the end of units of work and then test again with the same PUMA/PIRA test at the end of term (Hot task) to see what progress has been made.

* Further embed across the school Meta-cognitive and independent learning strategies (sometimes known as ‘learning to learn’ strategies) - teaching approaches which make learners think about learning more explicitly and take more ownership of their learning.
* Continue funding contributions to ensure attendance is monitored appropriately. In addition, Pupil Premium children have the opportunity to access external Enrichment workshops, school trips and residentials whilst continuing to utilise and pay for the skills of external sports providers e.g. TUFC and Premier Sports to give the children access to high quality sports provision.

Designated staff members in charge:

HT Mrs Jane Fraser

DHT: Mrs Saffy Griggs

SENCo: Mrs Tamsin Corline

Nominated governor: Mr Stephen Corline

Date of next Pupil Premium Strategy Reviews and Progress meetings:

W/B Nov 7th 2016

W/B 5th Dec 2016

Dates TBC during: W/B 28th February 2017 including meeting with Pupil Premium Governor. \***PUPIL PREMIUM EXTERNAL REVIEW (BABCOCK) FRIDAY 3RD MARCH 2017 Budget Reviewed: Friday 17th March 2017**

10th May 2017 (with Mr Stephen Corline) 19th July 2017

Pupil Premium Summer Statement 2017:

The targets above have been ‘RAG’ rated to demonstrate where we are up to with our Pupil Premium strategy for 2016-17. The impact of this is detailed below. I intend to ask the Pupil Premium children from Y4, Y5 and Y6 to apply for the role of Curriculum Ambassador before the end of the Spring Term 2017. Initially, I wanted to have these children in role before the end of the Autumn Term 2016, but as it became clear that members of teaching staff would be changing across the school during the Spring Term 2017, it was decided that appointing the Curriculum Ambassadors would be more beneficial after the changes in teaching staff had been put in place. It has been decided that we will carry this initiative forward into the next academic year.

Contextual Data Analysis end of Summer Term 2017:

Analysis of the Contextual Data from Summer 2 2017 demonstrates that across the school, reading and writing continues to be the main issue that we need to focus on to bring all Pupil Premium children up to ARE or better. As a result of this, we have signed up to the Primary Writing Project initial INSET day training on Friday 10th February and the training for our new staff will begin in earnest in September 2017. The focus for Maths is to further improve the subject knowledge of teachers with regard to planning and using models and images. TAs will receive a half-day’s Maths training on Monday 4th September 2017 from Helen Eversett, Babcock Maths Advisor. Babcock will also continue to work with the English Lead to help raise progress and attainment in reading, writing and SPAG across the whole school.

We need to focus on supporting and bringing these children up to ARE quickly through a combination of GEP provision, lesson observations, small group observations and learning walks; in addition to Pupil Premium conferencing. We also mark all the work produced by our Pupil Premium children ‘first,’ so that we have a clear benchmark of progression for these children when compared with the outcomes produced by our non-Premium children. We are also going to annotate the books of Pupil Premium children in more detail.

We need to check the Interventions that are in place for these children and closely monitor their progress. Research has proven that Pupil Premium children respond well to Standardised Intervention Tests in Reading, Writing and Maths. Introducing the PIRA Reading test and the PUMA Maths test into school, has given us clear standardised data that we are using as a Baseline Assessment and the outcome of these tests is an additional learning feature that we can use to accurately judge the impact of our teaching and learning. We are consistently reviewing our teaching strategies, practice and interventions to ensure that we are providing the most effective learning environments for our PP children to further improve the percentages of children who will achieve ARE.

Sign Up to boost funding:

It is imperative that we regularly remind our parents about signing up for FSM if they are entitled to do so. This will further boost the funding we have available to support our Pupil Premium children effectively both in school and through wider learning opportunities e.g. Enrichment Workshops run by the University of Exeter.

Pupil Premium Enrichment Workshop Impact:

Target Tracker Points Progress Summer 2 2016 – Summer 2 2017

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year Group | All | Reading | Writing | Maths |
| Boy | 3 | 4.7 | 3.0 | 6.0 | 5.0 |
| Girl | 3 | 5.7 | 5.0 | 6.0 | 6.0 |
| Girl | 3 | 5.3 | 4.0 | 6.0 | 6.0 |
| Girl | 3 | 4.0 | 3.0 | 6.0 | 6.0 |
| Boy | 5 | 3.0 | 3.0 | 2.0 | 4.0 |
| Boy | 5 | 3.3 | 4.0 | 2.0 | 4.0 |
| Girl | 6 | 4.7 | 5.0 | 5.0 | 4.0 |

Regular checks on SIMS for a Sibling Report will allow us to identify siblings of children already in school, who have not yet signed up for their FSM entitlement. We need to check all the Reception children are signed up, in addition to monitoring the children in Y1 upwards. If it is difficult to persuade parents to sign up, particularly as the parents know the children in KS0 and KS1 are already entitled to receive a school lunch free of charge, we could offer an incentive e.g. a school uniform voucher to spend at the Uniform Shop.

Attendance and Punctuality:

The up to date data is already included within this strand within the strategy above. 96% attendance is our target for all children across the school. We need to think about where we go to improve attendance once we have utilised the services of our FSW, sent reminder letters home to parents and members of SLT have met with the parents/carers of regular poor attendees. Where do we go next? Yes, we refer to Torbay Council for further support and interventions, however as a final point of deterring families from keeping their children at home if it is not particularly a serious issue, do we need to insist on receiving a ‘Medical note’ from the Doctor to prove illness for example? This should be a huge inconvenience for many families and may incur a charge. This should demonstrate that the school is serious about clamping down on poor attendance.