

The Pupil Premium

This report outlines how our school has spent the Pupil Premium allocation in 2016-17 and how it plans to spend it in the forthcoming academic year. It also outlines the progress that children in receipt of the pupil premium last year made across areas of reading writing and mathematics. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do.

Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

School are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered **'rich opportunities and memorable experiences'** and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high quality research and publications, as well as OFSTED's own 'best practice' guides.

These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.

Our Pupil Premium Funding 2017-18

Total number of pupils on role: 204
 Total number of pupils currently eligible for Pupil Premium Grant: 12
 Total amount of Pupil Premium Grant per pupil: £1320
 Total amount of Pupil Premium Grant: £15840

Our Targeted Areas

In order to improve the progress and outcomes for Pupil Premium pupils we aim to:

- Make rapid progress in writing and maths so that all pupils eligible for PP meet age related expectations by the end of the year.
- Improve oral language skills and knowledge of phoneme/grapheme correspondence across the school.
- Increase attendance rates for specific pupils eligible for PP.
- Support pupils with specific social and emotional needs which affect their learning
- Support access to trips, workshops and extracurricular activities as required.

1. Summary information

School	Stratford Primary School				
Academic Year	2017-18	Total PP budget	£15840	Date of most recent PP Review	2017
Total number of pupils	204	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Sept 2018

2. Current attainment

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	Y1 0% (1) Y2 retake 100% (3)	89%
% achieving in reading, writing and maths in KS1	0% (3)	N/A
% reaching expected standard in reading KS1	100% (3)	78%
% reaching expected standard in writing KS1	0% (3)	71%
% reaching expected standard in maths KS1	0% (3)	78%
% achieving in reading, writing and maths in KS2	100% (4)	53%
% reaching expected standard in reading KS2	100% (4)	71%
% reaching expected standard in writing KS2	100% (4)	76%
% reaching expected standard in GPS KS2	100% (4)	77%
% reaching expected standard in maths KS2	100% (4)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school)			
A.	Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2.		
B.	Writing and maths attainment and progress is low compared to non-PP pupils in school.		
C.	Specific children require additional support due to social and emotional needs.		
External barriers (issues which also require action outside school)			
D.	Overall attendance of PP pupils (96%) is only slightly less than non PP (97.5%) but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind.		
E.	Specific children cannot afford trips and events, limiting their access to the curriculum.		
4. Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	
A.	Improve oral language skills and knowledge of phoneme/grapheme correspondence	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. PP pupil in Year 2 passes the phonics retake.	
B.	Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing and maths	Pupils eligible for PP meet age related expectations measured by teacher assessments and by successful moderation	
C.	The identified children will access the curriculum in line with their peers, with adult support.	The identified children will progress at the same rate as their peers from their own starting points.	
D.	Increased attendance rates for specific pupils eligible for PP.	All children eligible for PP will maintain an attendance of 98% to meet the school target. Lateness will stay below 10%.	
E.	All children eligible for PP will be able to access trips, workshops and extracurricular activities as required.	Children will have the opportunity to participate in school activities.	
Nature of Support – Last Year 2016-2017			
Record of Pupil Premium Grant Spending by item/project 2016-17			
Item/Project/Action	Objectives	Cost	Outcomes
Specialist teaching of oral language skills and early phonics Specialist Experienced teacher leading teaching of phonics across the school. Working directly and indirectly with children. This includes: - Working directly with children, teaching them phonics – predominantly in Reception, Year 1 and Year 2, but also re-tracking in KS2 - Creation of phonics ‘parent packs’ for all children, benefitting disproportionately the PP children - Meeting very frequently with parents to support phonics - Creating and improving school wide phonics systems – and tracking/organising support for children who are PP. - Phonics training for teachers and TAs	To make rapid progress and increased attainment in oral language skills and phonics	£5460	→ All PP pupils in Year 2 passed retake of Phonics Screening in June → 93% Year 1 pupils pass Phonics Screening in June → Progress for all PP pupils in oral language skills, phonics, and spelling → Parent involvement and understanding improved enabling support at home → Phonics teaching is at least good across the

			school – training took place for TAs
<p>Increase success of targeted interventions: Specific additional small group or one to one teaching for writing</p> <p>Specific Teaching by either Higher Level Teaching Assistants, Teaching Assistants or Qualified Teachers.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Small group teaching of writing - Individual teaching and re-tracking to ensure progress - Teaching of early writing in class or in intervention. - Delivery of specific programmes of support where relevant – phonics, toe by toe, among others. - One to one teaching and support alongside children in class - Additional resource in the form of TA support to ensure all children make progress. - Support with transitions between classes or children joining the school. - Training for teaching assistants in writing strategies and interventions 	To make rapid progress and increased attainment in writing	£7251	<ul style="list-style-type: none"> → Progress and attainment in writing increased for PPP, reducing barriers to learning → 12.9m progress on average in writing for PPP
<p>Teaching and Curriculum Training – School Improvement work</p> <p>Improving the wider aspiration and expectation in the curriculum for the benefit of PP children.</p> <p>This includes:</p> <ul style="list-style-type: none"> - A focus on improving metacognitive strategies for independent learning (reinforced through 'Learning to Learn' focus) - Development of teachers' strategies for supporting PP children through effective dialogue, marking and feedback. 	To improve metacognitive strategies for independent learning	£580	<ul style="list-style-type: none"> → Progress and attainment increased for PPP across the curriculum, reducing barriers to learning → 13.8m progress on average in reading → 12.9m progress on average in writing → 12m progress on average in maths
<p>Provide financial support on a case-by-case basis to families eligible for Pupil Premium.</p> <ul style="list-style-type: none"> - Provide funding to allow PP pupils to access school trips, music lessons, after school clubs etc - Enable pupils in Year 4 to participate in swimming lessons in Summer term - Advertise this availability to parents 	To promote opportunities for enrichment and self-esteem building	£880	<ul style="list-style-type: none"> → PPP attended: football, multi-sports, art, netball, rounders and cooking → PPP had funding to join class trips → Y4 PPP had ten weeks of swimming lessons resulting in water confidence
<p>Improve approaches to attention and behaviour issues</p> <ul style="list-style-type: none"> - Provide additional TA hours for 1:1 support for these children in core areas of learning/subjects. <p>Access external services for behaviour support.</p> <ul style="list-style-type: none"> - Devise personalised approach and flexible differentiation of work in lessons. Additional 1:1 support will allow for this and minimise the impact of their needs on other children in their classes. - Develop restorative approaches and focus on positive behaviours. - Engage with and support parents/carers with strategies - The provision of behaviour, self esteem or social emotional support where required - 'Positive and Possible Approaches to Behaviour Management' training for SENCO - Teacher and TA training in behaviour management - INSET 	To enable pupils to access the curriculum in line with their peers	£7708	<ul style="list-style-type: none"> → 1:1 support for pupil to enable access to curriculum → Training for SENDCo regarding behaviour management resulting in changes in behaviour policy and practice
<p>Promote Pupil Premium claims support through newsletter development</p> <ul style="list-style-type: none"> - FSM is promoted through regular newsletter items - Parents entitled to Universal FSM targeted 	To create opportunities for families to receive FSM	£200	<ul style="list-style-type: none"> → Termly newsletter items encourage the claiming of FSM

Improve attendance rates for some pupils - First day response provision - Letters to parents	To improve attendance of pupils	£200	→ Increased attendance for over half of our PPP
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Nature of Planned Support – This Year 2017 - 2018			
Record of planned Pupil Premium Grant Spending by item/project 2017-18			
Item Project Action	Objectives	Cost	Expected outcomes
<ul style="list-style-type: none"> Regular reviews of PPP attainment and progress Regular communication between teachers and SLT (individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources) Teaching resources and materials – SENCO to liaise with SLT as necessary SENCO/English lead observe interventions and provide feedback regarding strategies, next steps, resources Clear communication between teachers and TAs – expectations within lessons TA timetables carefully planned Teachers and TAs liaise with SENCO closely and regularly Weekly TA meetings with SENCO and HT - sharing of ideas and resources, training and updates Teacher and SENCO review – careful planning of interventions to be completed each half term APPs written and followed to support interventions – showing impact Pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how interventions could improve outcomes Data analysis at end of each term to identify pupils whose progress is causing concern and to review successes 	To make rapid progress and increased attainment in oral language skills and phonics	£3760	<ul style="list-style-type: none"> Improved learning outcomes in reading, phonics, writing and maths (meeting end of year age-related objectives) Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practise and application of skills Pre-teaching to prepare pupils 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
	To make rapid progress and increase attainment in writing and maths	£7300	<ul style="list-style-type: none"> 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 Priority reading with TAs if pupils are unable to read at home 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
	To enable pupils to access the curriculum in line with their peers	£2500	
<ul style="list-style-type: none"> Disability Awareness day with sessions to raise awareness of disability Annual analysis of number of pupils who have taken part in clubs Staff to talk to children/parents about possible interests and available clubs Funding arranged (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing) Funding for one pupil with 'Rocksteady' club 	To promote opportunities for enrichment and self-esteem building	(DA day) £350 (Clubs and trips) £1600 (Rock Steady) £330	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 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 <ul style="list-style-type: none"> • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential
<ul style="list-style-type: none"> • Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality. • HT to address concerns with parents and develop action plan as necessary 	To improve attendance and reduce lateness of pupils	£0	<ul style="list-style-type: none"> • A "sharper focus" on tracking attendance due to the new tracking system and rewards strategy (including whole school display and newsletter item) • Development in supporting and challenging parents • Staff focus on attendance on a daily basis
		£15,840	
<i>NB: Whilst many of our highly focussed short term initiatives have shown good success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. we will show significant success over time and across many aspects of the child's life.</i>			