



## **Pupil Premium Strategy Statement Autumn 2016**

**‘Learning: the Journey of Life, Making Every Child Count’**

1. Summary information					
<b>School</b>	Pottery Primary School				
<b>Academic Year</b>	2016 - 2017	<b>Total PP budget</b>	<b>£50,300</b>	<b>Date of most recent PP Review</b>	Sept 2016
<b>Total number of pupils</b>	326	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	Sept 2017
2. Current attainment					
			<i>Pupils eligible for PP our school end KS2 = 5</i>	<i>Progress Measure for PP (all other) KS1 to KS2</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Pupils achieving age expected Y6 2016 - reading</b>			<b>80%</b>	<b>2.16 (0.77)</b>	72%
<b>Pupils achieving age expected Y6 2016 - writing</b>			<b>60%</b>	<b>-0.67 (2.74)</b>	79%
<b>Pupils achieving age expected Y6 2016 grammar, punctuation, spelling</b>			<b>50% (1</b>	<b>N/A</b>	78%
<b>Pupils achieving age expected Y6 2016 - mathematics</b>			<b>66% (2</b>	<b>1.27 (-0.30)</b>	75%
			<i>Pupils eligible for PP our school end KS1 = 6</i>		
<b>Pupils achieving age expected Y2 2016 - reading</b>			<b>68%</b>		77%
<b>Pupils achieving age expected Y2 2016 - writing</b>			<b>85%</b>		69%
<b>Pupils achieving age expected Y2 2016 - mathematics</b>			<b>85%</b>		76%
<b>Pupils achieving phonic test PASS end of Y1 2016 (7 eligible)</b>			<b>86%</b>		82%
<b>Pupils achieving overall 'good progress' end of EYFS 2016 (2 eligible)</b>			<b>100%</b>		71%
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					

<b>A.</b>	Oral language skills / language development on entry and through KS1 are lower for pupils eligible for PP than for other pupils impacting on reading, writing and mathematics.	
<b>B.</b>	The large majority of pupils eligible to pupil premium have a lower baseline generally when starting school.	
<b>C.</b>	40% of pupils eligible for pupil premium have a SEND and/ or mental health concern.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance for 25% of pupils eligible to pupil premium is poor due to absence / punctuality	
<b>E.</b>	Parental engagement for 50% of pupils eligible to pupil premium is limited or non-existent	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Rapid progress made in oral skill development in EYFS and KS1	Diminishing difference in attainment and progress at end of EYFS and KS1 between PP pupils and not
<b>B.</b>	Rapid progress in reading, writing and mathematics is made by pupils eligible across the school	Diminishing difference in attainment and progress at end of each year group between PP pupils and not
<b>C.</b>	SEND/mental health issues are not a barrier to learning/making progress	PP pupils love learning and are making good progress (barriers learning removed).
<b>D.</b>	Improvement of attendance.	No PP pupil's persistent absentee and diminishing difference between those eligible to PP and those not. Gaps in learning not created by poor attendance.
<b>E.</b>	Improved parental engagement, supporting home/school partnership in learning.	100% parental engagement, improved outcomes.

5. Planned expenditure					
Academic year		2016 - 2017			
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff have good working knowledge of mental health, its impact on learning/ have the necessary knowledge/skills to support effectively	High quality training from <b><u>Place2Be.</u></b>	Place2Be impact report. 56% children place2be support 1:1 have received FSM with 44% identifying a SEND	Feedback from staff and pupils	GH	6 months after securing training. £1,500
All staff working with a child have thorough knowledge of strengths and areas for development	Time for teachers / teaching assistants to discuss individuals and work together on identifying approaches/programmes to use. <b>Time to analyse, review impact and discuss.</b>	NFER research 'building blocks to success'	Analysis of pupil progress	SLT	On-going when analysis is submitted (usually each 6 – 8 weeks) Estimated cost £4,950

TA know how to use 'Switch-on' effectively as a tool for identifying and addressing gaps in learning	All TA attend ' <b>Switch-on</b> ' 10 hour professional development course Oct /Nov 2016 (Nottingham CC)		Senior leaders to monitor implementation by observing interventions and analysing progress. TA to work with CT to write evaluation.	SLT	Throughout the year, termly data analysis and then in July 2017 £500
TA/teachers know how to use precision teaching effectively as a tool for addressing gaps in knowledge/skills	TA/teachers to attend <b>precision teaching training</b> led by educational psychology team INSET day Oct 2016	Research based, tried and tested method for addressing gaps in skills.	Senior leaders to monitor implementation by observing interventions and analysing progress. TA to work with CT to write evaluation.	SLT	Throughout the year, termly data analysis and then in July 2017 Specific intervention report. £500
<b>Total budgeted cost</b>					£7,450

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have access to IT and relevant software to overcome barriers to learning at home and school.	Purchase <b><u>student laptops</u></b> and ensure <b><u>Clicker 7</u></b> software installed. Children to take to and from home as and when necessary to enable them to complete homework task in variety of ways/formats.	Evidence that children produce high quality work when have access to appropriate enabling software and research facility.	Monitor use with class teachers, liaise with parents.	CTs	Ongoing through work scrutiny. Progress data July 2017 Estimated: Laptops £2,500 Software £1,000
Pupils receive quality first teaching to address specific gaps in knowledge or where 'more able' to ensure working in greater depth.	Engage teacher/s to work 1:1 or in very small group to <b><u>address specific gaps</u></b> where necessary/ ensure greater depth for 'more able'. Discuss learning, providing quality feedback.	Quality feedback from teacher (EEF) known to be successful.	Monitor implementation. Teacher to evaluate progress, intervention analysis report. Child's gaps being successfully addressed, evidenced in work scrutiny/pupil discussion	SLT	Throughout the year, termly data analysis and then in July 2017 Estimated: £18,000

Pupils receive high quality intervention in reading, writing and mathematics (TA)	Two teaching assistants fixed term appointments to <b><u>develop pupil learning</u></b> outside of the classroom (intervention).  One teaching assistant fixed term appointment to work in EYFS under direction of teacher to <b><u>develop oracy/ early skills/ readiness for learning</u></b>	EEF – where TA receive high quality training they can make a difference to children’s learning.	Senior leaders to monitor implementation by observing interventions and analysing progress. TA to work with CT to write evaluation.	SLT	Throughout the year, termly data analysis and then in July 2017 Specific intervention report. Estimated: £16,000
<b>Total budgeted cost</b>					£37,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teachers engage with parents successfully in home /school partnership	Fund supply cover to: Autumn -enable teachers to meet at a time convenient to parent to discuss expenditure and hear views of parent/s Spring – review/evaluate this Summer – evaluate and look to the next year together.	Parental engagement and value parent places on home/school relationship enhances ‘readiness for learning’ and success.	Teachers to complete a pupil premium strategy plan and evaluate this.	GH	July 2017 Estimated: £2,000

Improved attendance	Access to breakfast club	Child/ren able and ready to attend school	Liaise with parents	GH	July 2017 Estimated: £500
Improved self-esteem/ confidence	Access to music tuition from peripatetic service KS2	Children voice not being able to access opportunities due to limited funding	Liaise with peripatetic staff, ensure children making progress and enjoying opportunity	GH	On-going then July 2017 Estimated: £1,500
Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y2 – Y6)		Liaise with premier sport staff ensuring children making progress and enjoying opportunity	GH	On-going then July 2017 Estimated: £3,060
Visits and visitors enhance learning and are not cancelled due to lack of funding from low income families	Ensure a rich curriculum to inspire all and in particular those eligible to PP (fund up to £100 annually per child for visits)	Visits and visitors historically cancelled due to lack of parental contributions Children from families eligible to PP not attending Y6 residential.	Liaise with parents via class teacher meetings. Work scrutiny/pupil discussion will evidence quality of learning opportunity.	CT's	On-going then Sept 2017
<b>Total budgeted cost</b>					£8,000
<b>TOTAL EXPENDITURE</b>					52,950



<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015 – 2016 Amount: £52,820</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Y 4 /5 pupils gaps in mathematical knowledge secured.	Teacher/TA Y4/5 skilled in delivering 'Maths no problem' underwritten by Edge Hill Univ. Training by Julia Morgan	High, this is a very successful intervention	Would definitely continue with this as a targeted intervention  Training and supply cover £1,000  Staff delivery £1,800	£2,800
Y1 /2/3 pupils gaps in mathematical knowledge secured	Teacher / TA skilled in delivering '1 <sup>st</sup> class maths' underwritten by Edge Hill Univ. Training by Julia Morgan	High, this is a very successful intervention.	Would definitely continue with this as a targeted intervention  Training and supply cover £1,000  Staff delivery 1,600	£2,600
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Early skills/school readiness developed well in EYFS	Additional teaching assistant 6 hours a week to enhance learning.	Yes, children reached overall good level of development from low baseline compared to pees.	Yes.	£3,600
Gaps in learning addressed.	Teacher delivers 1:1 (or where relevant in a pair).	For the majority this was successful in identifying and addressing specific gaps in learning.	1:1 appears to have higher impact than small group as evidenced by progress data over the year.	£10,344
Gaps in learning addressed.	TA with relevant training deliver 1:1 intervention planned by teacher (or where relevant in a pair).	For the majority this was successful in identifying and addressing specific gaps in learning.	1:1 appears to have higher impact than small group as evidenced by progress data over the year.	£18,688
Oracy developed with Y1 /2 pupils	Talk Boost programme	All made good progress	Yes, would continue with this programme	£400
Disengaged group of upper KS2 boys 'buy in.'	Forest Schools	Boys behaviour improved in and out of classroom as knew couldn't take part if they were deemed a 'risk.' Improved readiness for learning.	Made impact on behaviours for learning but didn't see any substantial impact on progress academically – was it too late?	£800
Children learn to co-operate, share and express their emotions.	Positive play programme	Improved social skills / readiness for learning and built relationship with 'trusted adult' positive play worker	Yes, where felt required with individual children.	£1,500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Teachers engage with parents successfully in home /school partnership	Fund supply cover to: Autumn -enable teachers to meet at a time convenient to parent to discuss expenditure and hear views of parent/s Spring – review/evaluate this Summer – evaluate and look to the next year together.	Secured 84% parental engagement from 50% the previous year using the approach of ‘Come in and talk to us about how we can best spend a thousand pounds to ensure your child is successful.’  Increased parental support in homework tasks.	Definitely improved relationships and the very large majority of parental evaluations were positive in terms of progress for child and feeling involved as a parent in the process.  Would definitely continue with this process	1.5 hours supply each child over the year  £1,950
Improved attendance	Access to breakfast club	Yes, attendance improved and readiness for learning secured.	Yes	£450
Improved self-esteem/ confidence	Access to music tuition from peripatetic service KS2	Mixed, for the large majority learning an instrument and performing to peers /community has much improved their self-esteem. For the minority who didn’t practise in-between sessions and made little	Yes, those children who it was successful for will be given the opportunity to continue.  For the minority that it was not, they are not continuing.	£1,458

Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y2 – Y6)	Mixed, for the large majority this opportunity has increased their engagement, success and fitness where they had the resilience and stick ability to attend. For a small minority their attendance was poor and therefor impact low.	Yes, for the large majority this will be continued. For those with poor attendance will introduce a three strike rule and out – if no valid reason for not attending then will not fund the following term.  Children will be given further opportunity later in the year when different sport on	£1,350
Visits and visitors enhance learning  All Y6 attend residential in summer term	Ensure a rich curriculum to inspire all and in particular those eligible to PP (fund /part fund residential in Y6 where parents struggling)	Curriculum enhanced and personalised e.g. where child had passion for comedy a comic poet engaged.	Y6 residential £670  Other visits/visitors £3,660	£4,330
Improved understanding of why child struggling and what more can be done	Dyslexia assessment	Enabled teaching staff to have detailed picture of child's strengths to build upon and where weaknesses identified, what strategies to use.	Yes, for specific children	£650

### 7. Additional detail

Purchased additional resources for home to support learning e.g. story sacks