



Pupil Premium Strategy Action Plan 2016/2017-Reviewed

- We have a relatively small number of pupils eligible for Pupil Premium Funding - typically being %5 or less of our school population.
- Research shows that they will typically start primary school behind their better-off classmates - and this attainment gap will increase throughout their schooling.
- We think that better use of evidence can make a real difference by helping schools spend money more effectively to improve the teaching and learning of children from low-income families.
- Our action planning has been informed by evidence from the Education Endowment Foundation; allowing us to use the most effective strategies to tackle the attainment gap between Pupil Premium pupils and their peers.

Area For Development: Pupil Premium		
<p>Links to school aims: All pupils and groups achieve in line or above national data in new tests at the end of each key stage</p> <p>Improve outcomes for higher ability pupils in all phases Vulnerable pupils tracked rigorously so they progress and achieve in line with their peers Promote SMSC and Citizenship through activities that develop understanding, tolerance and respect for others (to include Mental Health).</p>	<p>Success criteria: Pupils feel supported within the school environment. Pupils have improved self-esteem. Pupils achieve or exceed expected targets Pupils progress is at least in line with non-pupil premium pupils.</p>	<p>Evaluation: School's own data tracking RAISE online EEF dashboard shows improving outcomes for Pupil Premium. Boxhall profiles. Pupils engagement in wide ranging activities, beyond the curriculum) offered in school. Mat and CAMHs referrals analysis</p>

Action	Staff Responsible	Milestones:	Research:	Cost:	Review of actions:
Positive Play intervention	HW, JP, SM and SENCO	All year on a weekly basis	There is extensive evidence to show that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	A total of 3hrs per week £1,270	Children improved scores on Boxall profile.
Additional EYFS support-outdoor learning and development: Support for Outdoor Learning Physical Development leading to coordination and development of fine and gross motor skills for	GB-Y	All year	Research shows that early years' interventions have an impact of up to five additional months' progress and disadvantaged children benefit from good-quality programmes which have a strong educational component.	1.5hrs daily over 39 weeks £3,527	EYFs GLD for this cohort was 76%, with pupils achieving ELG in prime areas and exceeding in Literacy.

writing					
KS1 Nurture Group 2 pupils	JF	Termly Review	There is a good deal of evidence to show that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	£847	Pupils made progress from EYFS and have been happy in school and gained confidence.
KS 1 Years 1 & 2 interventions /booster WIG -writing improvement group.	JF	All year	Research shows that intensive tuition in small groups to support lower attaining learners or those who are falling behind, is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement, leading to improved attainment.	£2,036	66% of Year 1 pupils were working at or above the expected standard. 72% of Year 2 pupils were working at the expected standard.
KS 1 Year 1 Maths monsters and phonics and reading	JF	All Year with 5 review points		£926	Some pupils made good progress and achieved the expected standard in phonics. 78%. Supported pupils did not achieve standard but improved scores.
KS2 Y6 Maths booster - HA /MA Girls KS2 Y6 Maths booster KS 2 Y6 Reading booster KS2 Y6 Writing booster	EM and JP-C	Spring Terms	Research shows that intensive tuition in small groups is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement leading to improved attainment.	1 hr per week for 14 weeks during the Spring Terms £2,240	Y6 girls met the expected standard. Some pupils met the expected standard, with one at greater depth and some did not meet the standard. In Reading 60% of pupils met the standard. In writing / EGP&S 80% achieved standard and 20% achieved greater depth in writing.

Reduction in UJ class size TA additional support for 4 th class	EM and JP-C	All year	Although research suggests high cost for moderate impact; the smaller, single year group classes allows teachers to employ better targeted and effective teaching strategies. The amount of attention each student will receive increases, improving outcomes for pupils. This also allows the teacher to change their teaching approach; as a result, the pupils change their learning behaviours.	£5,731	Results for the 2016-17 cohort improved by 14% in Maths at the expected standard. For Reading, writing and maths combined results improved by 9% to 62% just in line with national data.
Support for Y6 residential visit x 4 pupils	GH	May 2018	Studies of adventure learning interventions consistently show positive benefits on academic learning. It has been found that, on average, pupils who participate in adventure learning make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	£860	80% of pupils took part in a residential visit and gained good communication and resilience skills.
Support for enrichment/visits/activities 20 pupils including Sport and Arts	JP-C and GH	As required throughout the year	Arts participation appears to have a positive impact on academic learning. Improved outcomes have been identified in English, mathematics and science learning. There are reviews linking the benefits of participation in sport with academic benefits, although there is considerable variation in impact.	£500	All pupils took part in a wide range of Art and Sport activities.
KS2 Year 6 fast track reading x 6 pupils	EM	11 weeks per term	There is strong evidence to show that short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	4 hrs per week for 33 weeks £1,607	All pupils made progress and some met the expected standard.
1:1 coaching for PP pupils Y5 / Y6 - 4 pupils	EM and JP-C	Throughout the Autumn and Spring Terms		24 weeks £1,042	All pupils made progress and achieved the expected in specific areas.
Lower KS 2 study support	LY	Ten weeks per term each block with a different focus	Research shows that intensive tuition in small groups is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement leading to improved attainment.	2.5 hrs per week for 30 weeks £822	All pupils made progress.

Lower KS2 HA booster writing group	LY	Aspirational writing using ICT across 4 terms		1hr per week for 24 weeks £720	Some pupils were exceeding in English.
EM release for PP assessment etc	EM and JP-C	5 days over terms 1-5	Clear and careful tracking of attainment and progress allows resources to be deployed in the most effective way. Monitoring progress allows for in-year adjustments to be made so that identified pupils make the best possible progress.	£1100	Pupil p[premium tracking up to date
Nurture support work - Behaviour support. 2 pupils	SENCO		It has been shown that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. As the behaviours being addressed are of a low-level, disruptive nature it is felt that this will result in an improvement in academic attainment.	1 hr per week £847	All pupils improved and completed a successful year with improved behaviour and engagement, with one pupil achieving greater depth in specific areas.
Additional Support for Post Adoption pupils	JP-C			5 hrs per week for 39 weeks £2,118	Support in place with progress made.

Total Budget (as of 1st April 2016) = £26,980

2017-2018 projected budget £25,660 plus £3,800 for post adopted pupils.

Total predicted spend for 2016-2017 = £26,913