

## Pupil Premium Strategy

### Pupil Premium Strategy 2016 – 2017

Academic Year	2016-2017	Total PP budget	104,280 + EYPP £556 in Autumn and £874.50 in Spring
Total number of pupils	236	Number of pupils eligible for PP	85 + 10 EYPP
Lead member of staff	Lisa Hillyer	Lead Governor	TBC
EAB PP review dates	22/03/17 & 15/06/17	Deprivation Index	0.29 (national 0.21)

1. 2016 Outcomes attainment (end of last academic year)				
% of PPG children achieving		Pupils eligible for PP	National average – All	National average- Nat Others
Year 6	85% achieving expected in reading, writing and maths	62% (13/21)	53%	60%
Year 2	67% achieving expected in Reading	21% (6/28)	74%	78%
Year 2	67% achieving expected in Writing	21% (6/28)	65%	70%
Year 2	67% achieving expected in Maths	21% (6/28)	73%	77%
Year 1	92% achieving expected standard in phonic check	40% (12/30)	81%	83%
EYFS	60% GLD	33% (10/30)	54%	72%

2. Barriers to future attainment for pupils entitled to PPG	
In-school barriers	
A. 52% of PPP are also SEN	Personalised learning and tailored Intervention – Graduated approach PIVATS 1 child receives 1:1 support. 2 children are at alternative placement.
B. 6% of PPP are also EAL	TA support to develop language and understanding EAL support one afternoon a week.
C. 39% of PPP are on the safeguarding register (9% @ CIN/CP; 8% @ Early Help & 20% ones to keep an eye on/historical social care involvement).	Regular meetings held – CIN/TAC
D. 3.5% of PPP are LAC	Termly PEP meetings plus additional meetings if required.

	1 child to be involved with Thrive. Play therapy counselling. Funded extra-curricular activity Access to learning support assistant.
E. 8% Poor oral language skills	Speech and language support – LEAP
F. 90% of EYPP have poor language skills	Children to have access to Imagination library provision.
<b>External barriers</b>	
G. Low attendance rates – including persistent absentee	Attendance monitored daily by the office. Attendance Support officer to visit persistent offenders and offer support. Subsidised breakfast club to encourage the children to attend school. Attendance rewards – weekly/termly/yearly.
H. Support PP pupils involved with children and social care (9% of open cases involve children entitled to PP. 20% of EYPP have current involvement with social care)	Targeted support from the Learning mentor. Nurture provision. Thrive.

Current position	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
% of PP in class	40%	29%	38%	45%	30%	45%	47%	48%

3. Outcomes						
1. Quality of teaching for all						
To raise standards in phonics and reading in EYFS and KS1.	Purchase RWI resources Extra hours for TAs to deliver targeted 1:1 Extra hours for RWI manager to monitor and assess impact. One hour per day intervention teacher (see cost below in interventions).	£1500	8 F2 11 Y1 13 Y2	Sarah Churchill, RWI Lead	RAG meetings Data checks Drop-ins SLT	69% of PPP achieved ARE in Y2 reading.  73% of PPP passed Y1 phonics screening (8/11) – above national 2016.

						75% of PPP achieved GLD (6/8) – above national 2016
To raise standards in reading by end of KS2.	Deliver Fresh Start catch up literacy programme to pupils in Y5 and Y6 Nessy intervention. Purchase Fresh Start resources Additional teacher to deliver daily Fresh Start sessions and reading boosters. Fresh Start training	£4500	19	Sarah Churchill, Fresh Start Lead	RAG meetings Data checks Drop-ins SLT	81% (13/16) of PPP achieved ARE in Y6 reading SATs test – above national.
To raise standards in maths by end of KS2.	Third Space Learning – providing two terms of 1:1 online tutoring for Y6 pupils and one term for identified Y5 pupils.	£2000	Year 6 - 5 Year 5 tbc	David Longley	RAG meetings Data checks Drop-ins Lisa Hillyer	94% (15/16) Y6 PPP achieved ARE in maths SATs test – above national. 67% (10/15) Y5 PPP are at ARE in maths.
To raise achievement and deliver targeted interventions through small-group support for reading, writing and maths across school.	Intervention teacher to deliver targeted small group and 1:1 interventions in Y2 and Y6.	£19300 (for mornings plus extra hours as required)	28	David Longley & Kathryn Wood, EYFS, KS1 and KS2 Leads	RAG meetings Data checks Drop-ins SLT	Y2 rdg – 69% of PPP achieved ARE Y2 wr – 69% of PPP achieved ARE Y2 maths – 85% of PPP achieved ARE 75% (6/8) of PPP achieved GLD.  Y6 rdg – 81% (13/16) PPP achieved ARE Y6 writing – 81% (13/16) achieved ARE Y6 maths - 94% (15/16) Y6 PPP achieved ARE

						73% (8/11) of PPP passed Y1 phonics screening
To raise achievement and deliver personalised interventions through 1:1 and small-group support across the school.	Reading, writing, maths, spelling, motor skills and S&L interventions. Extra hours for TAs to deliver interventions and to cover classes whilst teachers deliver intervention.	£12200	74	David Longley, Kathryn Wood & Judith Ingram EYFS, KS1 and KS2 Leads & SENCO	Data RAG meetings Drop-ins SLT	See data file for PPP
To raise the attainment of the most able PP pupils.	Small group intervention with intervention teacher, class teachers, teaching assistants and HOA.	??	20	Kathryn Wood & David Longley	Data RAG meetings Drop-ins Lisa Hillyer	Y2 GD: Rd – 8% Ma – 23%  Y6 GD: Rd – 19% Wr – 13% Ma – 19%
<b>2. Targeted support</b>						
To provide support for vulnerable families in developing positive learning attitudes and raising achievement.	Learning Mentors x2 Work with groups and individuals to provide targeted social and emotional support. Solihull parenting programme.	£24500	Any of the PP pupils	Judith Ingram	Lisa Hillyer Data RAG meetings SEN/Vulnerable meetings	Individual children who have accessed LM time have developed their self-esteem, confidence and resilience. They are displaying this in all elements of school life.
To provide support for vulnerable pupils in developing positive learning attitudes and raising achievement.	Targeted nurture groups provide support for children with emotional issues which are impacting on their progress. Also to develop self-confidence and self-esteem in children who need to develop in these areas.	£21700	Any of the PP pupils	Judith Ingram	Lisa Hillyer Data RAG meetings SEN/Vulnerable meetings	36/37 PPP who have attended nurture have progressed on Boxhall Profile.

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Improve attendance and reduce the persistent absence of disadvantaged children	Attendance Support Officer employed. Weekly, termly and annual rewards for individuals, classes and groups of pupils. Monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP.	£1000 £3000	Any of the PP pupils	Lisa Hillyer	EAB termly updates	PPP children attendance 95.4% Other children attendance 95.4% Whole-school attendance 95.4%
<b>3. Other approaches</b>						
Ensure children have wider curricular opportunities to broaden experiences.	To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards. Subsidise all visits, including residential, and visitors.	£7000	Every child entitled to PP	Business manager	Finance EAB HoA	Evidence in topic books, through writing, photographs, finance reports to EAB of all PPP attending all day trips. Funding for residential visits.
Ensure children are ready to learn daily	Subsidising of a breakfast club open to everyone with a targeted approach to ensure children entitled to PP attend. Staffing.	£7600	All PP children	HoA Admin team	EAB HoA	See registers, finance reports to EAB.
To build resilience, independence and life skills in children	Monitoring, relicensing and restocking of the pupil reward points	£2000	All PP children	Rachael Walker & Louise Ellis	Judith Ingram	Weekly newsletter shows number of pupils who have demonstrated good behaviour. Pupil Rewards website – shows point earned for good behaviour by PPP.
Total expenditure	£106,300+					

Performance targets of PPG pupils in 2016/2017 (EYFS, KS1, KS2)	
KS2 % of PPG children achieving ARE in reading	81
KS2 % of PPG children achieving ARE in writing	81
KS2 % of PPG children achieving ARE in maths	94
KS2 % of PPG children achieving ARE in RWM	81
KS1 % of PPG children achieving ARE in reading	69
KS1 % of PPG children achieving ARE in writing	69
KS1 % of PPG children achieving ARE in maths	85
Y1 % of PPG children achieving expected standard in Y1 phonic check	73
EYFS % of PPG children achieving GLD	75

## Early Years Pupil Premium Strategy 2016 – 2017

Academic Year	2016-2017
Total number of pupils	10
Lead member of staff	Judith Ingram
EAB PP review dates	22/03/17 & 15/06/17
EYPP	£556 in Autumn, £874.50 in Spring, in Summer

### Barriers

1. 30% of EYPP are open CIN cases.
  2. 10% of EYPP are families we 'keep an eye on'.
  3. 90% of EYPP have poor language skills.
- 70% of EYPP have low attendance rates (below 90%)

What is the intended outcome?	What will we do?	How much will it cost?	Who will be responsible?	What was the impact?
To further develop parental engagement by providing practical workshops to share strategies to support with early reading and language development	<ul style="list-style-type: none"> <li>• JI to attend 'Imagination Library' lead teacher training (4 x 2hr sessions Spring / Summer term)</li> </ul>	£242	JI	80% regularly attended Imagination Library sessions
	<ul style="list-style-type: none"> <li>• Ensure all eligible children/ families are registered with the Imagination Library</li> </ul>	£50	JI/TJ	
	<ul style="list-style-type: none"> <li>• Provide each family with a bag of resources to support early reading at home</li> <li>• Hold weekly 'stay and read' sessions for F1 parents offering practical support/ ideas and opportunities for parents to engage in reading for pleasure with their child/ children</li> </ul>	£600	F1 staff  JI to lead/ F1 staff	50 % of EYPP are at ARE in CAL at end of F1 (30-50 S (2018 cohort) 40-60 E (2017 cohort)
			Version 1.0	60% of EYPP are at ARE in R at end of F1 (30-50

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	<ul style="list-style-type: none"> <li>Purchase quality resources to ensure that the sessions run effectively and to allow parents to be able to continue the learning at home.</li> </ul>	£700		<p>S (2018 cohort) 40-60 E (2017 cohort) 3.</p> <p>10% of EYPP were ARE in language and communication at the beginning of year. End of year 80% of EYPP are at ARE.</p>
To develop gross and fine motor skills (pre writing skills) to allow the children to be successful learners	<ul style="list-style-type: none"> <li>Build 'disco dough', 'squiggle while you wiggle' into the timetable 3 x per week</li> <li>Buy resources needed to deliver the above strategies effectively</li> <li>Purchase additional resources to promote engagement in motor development (woodwork equipment, wheeled vehicles)</li> <li>Attend relevant LA training to support this development</li> </ul>	<p>£50</p> <p>£75</p> <p>£??</p>		<p>71 % 5/7 children at ARE in PD MH</p> <p>66 % 2/3 children ARE in PD MH</p> <p>Parents aware of importance of fine motor skills. Children more engaged in fine motor skill activities</p>
To create online learning journals that record observations and learning achievements that can be shared with, and contributed to, by parents	<ul style="list-style-type: none"> <li>F1 staff to have access to 'Tapestry' online</li> <li>All F1 staff to contribute to Learning Journals</li> <li>Launch event to demonstrate parental role in creating Learning Journeys.</li> </ul>	£206		All foundation staff contributing to online journeys.
Ensure children have wider curricular	To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards.	£150	Finance EAB Version 1.0 HOA	Regular visits with parents, visitors to school and visit off site



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opportunities to broaden experiences.	Subsidise all visit to Pink Pig Farm.			57% 4/7 children are at ARE in W 66% 2/3 children are at ARE in W
Total expenditure	£2073			