

**Isle of Ely Primary School Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £14500 | **Date of most recent PP Review** | 22/09/2016 |
| **Total number of pupils** | 196 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | June 2017 |

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| **2. Current Attainment** | |
| **Percentage of pupils who achieved a Good Level of Development** | |
| All children | 76.3% (45/59) |
| Non PPG Pupils | 80.3% (41/51) |
| PPG pupils | 50% (4/8) |

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| **Percentage of pupils who passed the phonics screening check** | |
| All children | 86.3% |
| Non PPG Pupils | 86% (37/43) |
| PPG pupils | 100% (1/1) |

Achieved 64% GLD 2014/15

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | |
|  | | Boys who are eligible for PP are making less progress than girls pupils across Key Stage 1. | |
| **C.** | | SEN and Wellbeing issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 89% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Ensure that PP boys make the same amount of progress as girls | | Boys eligible for PP identified make as much progress as ‘other’ pupils identified as girls, across Key Stage 1 and Key Stage 2 in maths, reading and writing. Measured in Y3. |
|  | Behavioural, emotional and social issues of all PP pupils addressed. | | Children feel emotionally secure, safe and happy so that they make at least expected progress |
|  | Increased attendance rates for pupils eligible for PP. | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 89% to 96% in line with ’other’ pupils. |

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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?** |
| A. Improved oral language skills in Reception | Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in EYFS. | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | Course selected using evidence of effectiveness.  Use phase meeting to deliver training.  Lessons from training embedded in school feedback policy. | Head of School | Jan 2017 |
| B. Ensure that PP boys make the same amount of progress as girls | CPD on narrowing the gap between boys and girls | Boys eligible for PP are making less progress than other girls across Key Stage 1 in writing and reading. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train teachers in practices to engage the boys. | Course selected using evidence of effectiveness.  Use staff meetings to deliver training.  Peer observation of attendees’ classes after the course, to embed learning (no assessment).  Develop outdoor learning | English lead | April 2017 |
| **Total budgeted cost** | | | | | £5,000 |
| 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?** |
| A. Improved oral language skills in reception | 121 and small group provision of Time to Talk and Lego Therapy | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult local school which has used the programme to identify any potential barriers to good implementation. | Reception class teachers | Jun 2017 |
| B. Improved progress for boys | Weekly small group sessions in reading and writing with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ interventions such as talks from successful former pupils. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by Head of School  Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Pupil Premium Coordinator | Mar 2017 |
| **Total budgeted cost** | | | | | £5,000 |
| 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?** |
| D. Increased attendance rates | Attendance officer to monitor pupils and follow up quickly on absences. First day response provision. | We can’t improve attainment for children if they aren’t actually attending school. | Thorough briefing of Attendance officer about existing absence issues.  PP coordinator, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Pupil Premium Coordinator | Jan 2017 |
| C. Emotional wellbeing addressed | Identify a targeted wellbeing intervention for identified students.  Use Place2be Project Manager to engage with parents before intervention begins.  Develop restorative approaches and focus on positive behaviours. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. | Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour but also monitor whether improvements in wellbeing translate into improved attainment. | Head of School/Place2Be Project Manager | Jun 2017 |
| **Total budgeted cost** | | | | | £18, 124 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015 - 2016** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To narrow the gap between PPG and non PPG pupils | Staff sent on external de-escalation training and Attachment training  Staff received behaviour training from Jenny Mosley | Medium: Teachers were extremely positive about the de-escalation training and put into place different strategies suggested although not much impact in class. Attachment training was received very positively.  High: School adopted Jenny Mosley behaviour policy | Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response. | £0 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To support the PPG Pupils’ emotional wellbeing | Place2Be working through therapeutic sessions, Place2talk | High: Impact on all children accessing both the therapeutic support and Place2Talk | Need to evaluate the impact from parents perspective | £15, 103 |