

## Pupil Premium Strategy Statement

### 2016-17 **IMPACT REVIEW**

<u>Summary Information</u>					
<b>School</b>	Hugh Joicey, Church of England Aided First School, Ford				
<b>Financial Year</b>	2016-17 April 16 -March 17	<b>Total PP Budget</b>	£20,135	<b>Date of recent PP Review</b>	16 <sup>th</sup> February 2017
<b>Academic Year</b>	Sept 2016 – July 2017				
<b>Total number of pupils</b>	67	<b>No. of pupils eligible for PP</b>  17/67 24%	<b>PP Y1: 2/13 (15%)</b> <b>PP Y2: 4/15 (27%)</b> <b>PP Y3: 5/16 (31%)</b> <b>PP Y4: 3/12 (25%)</b> <u><b>FSM</b></u> <b>FSM (Reception)</b> <b>R: 3/11 (27%)</b>	<b>Date for next internal review of this strategy</b>	End of academic year with on-going periods of monitoring

<u>Current FSM Data EYFS 3/11 (23% PP eligible)</u>		
2017 Data- <b>(School's Non FSM Data in brackets)</b>	<u>Reception :School Average for Pupils FSM</u>	
% achieving 'Expected' level for 'All Prime Areas'	100% (3/3)	(100% 8/8)
% achieving at 'Expected' level in all ELGs	67% (2/3)	(6/8 75%)
% achieving at 'Good Level of Development'	67% (2/1)	(6/8 75%)

<b><u>Current Pupil Premium Data Phonics (Year1)</u></b>				
<b>2/13 (15%) PP eligible</b>				
<b><u>2017 Data-</u></b> <b>(School's Non FSM6 Data in brackets)</b>	<b><u>Year 1 :School Average for Pupils</u></b> <b><u>Eligible for PP</u></b>	<b><u>National Average</u></b>	<b><u>School Phonics</u></b>	
% achieving at 'Working at or Above' Y1 level	100% (2 of 2 children)	80.5%	10/13 (77%)	
<b><u>Current Pupil Premium Data End of KS1 (Year 2)</u></b>				
<b>4/15 (26%)</b>				
<b>2017 Data-</b> <b>4/15 (26%) Pupil Premium Eligible</b>	<b><u>Year 2: School Average for Pupils</u></b> <b><u>Eligible for PP</u></b>	<b><u>Year 2 :School Average</u></b> <b><u>for Non-PP Pupils</u></b>		
% achieving at 'Expected' level in reading, writing & maths at end of KS2	3/4 (75%)	8/11 ARE or above in all areas (73%)		
% achieving at 'Expected' level in reading.	4/4 (100%) 2/4 (50% Greater Depth)	8/11 (73%) 5/11 (45%) GD		
% achieving at 'Expected' level in writing.	3/4 (75%) ¼ (25% Greater Depth)	5/11 (45%) 2/11 (18% GD)		
% achieving at 'Expected' level in maths.	4/4 (100%) 2/4 (50% Greater Depth)	7/11 (64%) 4/11 (36% GD)		
<b><u>Current Pupil Premium Data End of Year 4 3/12 (25%)</u></b>				
<b>2017 Data-</b>	<b><u>Year 4 :School Average for Pupils</u></b> <b><u>Eligible for PP</u></b>	<b><u>Year 4 :School Average</u></b> <b><u>for Non-PP Pupils</u></b>		
% achieving at 'Expected' level in reading.	3/3 (100%) 1/3 (33% Greater Depth)	7/8 (88%)		
% achieving at 'Expected' level in writing.	3/3 (100%) 1/3 (33% Greater Depth)	7/8 (88%)		
% achieving at 'Expected' level in maths.	3/3 (100%) 1/3 (33% Greater Depth)	7/8 (88%)		

## **Barriers to Future Attainment (2016-17 Academic Year)**

### **In-school barriers**

Larger than national % identified as SEND.

Whilst attendance is a school strength (as identified by Ofsted 2016), a small number of families do not always ensure that their children attend school regularly.

Organisation of staff can present challenges due to small pupil numbers and mixed age teaching groups.

Small numbers of children in a cohort can make percentages skew data and therefore school needs to be mindful of this and use other methods of presenting data.

### **External Barriers**

Considering the small pupil numbers, the school has quite a number of Looked After children and children eligible for PP as well as a number of families who previously qualified for PP but now have younger children who are not eligible.

Rural community so some families live quite a distance from the school

Lack of nutritious food provided in packed lunches/failure to pay for school meals after Year 2.

**Planned Expenditure £ 20,135**
**Academic Year**
**2016-17**
**Quality of teaching for all**

<b><u>Desired outcome</u></b>	<b><u>Chosen action/approach</u></b>	<b><u>Evidence and rationale</u></b>	<b><u>How it will be implemented</u></b>	<b><u>Staff lead</u></b>	<b><u>Review of implementation</u> July 2017</b>
All staff to be teaching to a consistently high standard across subjects and ensuring that feedback provided to pupils impacts on learning.	CPD for all staff around meta-cognition and self-regulation.	Meta-cognition and self-regulation approaches can have high impact (+8months) for very low cost. (EEF Toolkit)	A series of staff meetings will be planned where teachers can read up on approaches, consider how to trial implementation and review. Where possible, outside training may be purchased.	J. Dalrymple	Thrive approach embedded across school Improved Behaviour for Learning
Support for TA's to upskill in terms of the interventions that they already deliver and also in other interventions that may support children's learning based on need.	More stringent appraisal for TAs to give regular feedback on their delivery of interventions and to hold them to account for outcomes.	Sutton Trust states that well delivered interventions can add value and that the use of TAs can be enhanced when they support targeted interventions which they are well-trained to deliver.	Head to observe/ review all interventions currently used and decide whether use can be enhanced and whether interventions are best suited to need.	J. Dalrymple Staffing committee	Number of Intervention groups reduced ,more targeted in-class Quality First Teaching support from TAs. Appraisal policy and timetable reviewed.

The school monitoring timetable will be developed to ensure maximum impact for spend and to ensure that the progress of Pupil Premium children is understood by Governors and staff.	Head to develop monitoring timetable based on suggestions of Pupil Premium Review	Where the monitoring of Pupil Premium children's learning and outcomes is stringent, it will ensure that where children do fall behind, or develop gaps in learning, that these can be quickly picked up and targeted. It also ensures accountability of all staff and Governors for these children and the related finance.	All staff to be aware of monitoring timetable and to participate in monitoring as required.	J. Dalrymple Governor steering group	Data capture includes all staff, where progress is slowing intervention (support/change of strategies) is implemented more quickly. TAs part of planning and feedback and responsible for small groups is ensuring closer analysis and quicker response.
To improve the feedback provided to children.	All staff to have training, support and monitoring and be held accountable for the feedback that they give to children to enhance learning whilst ensuring that children make use of this feedback to enhance their learning and make progress as a result.	EEF Toolkit found that providing strong feedback for children can have a high impact (+8months) for very low cost based on moderate evidence.	Expectations of all staff clear through policy and staff meeting training.	K. Green – Maths A. Carr – English J. Dalrymple	Regular management time has enabled Middle Leaders to scrutinise books and environment. Gaps more rapidly followed up. More consistent Feedback across whole school. TAs have feedback as part of appraisal targets – children know what to expect and follow up more consistently.
To improve the use of TAs	TAS to be timetabled based on assessed need of children so that more intervention is delivered with maximum impact.	EEF Toolkit states that TAS generally have low impact (+1 month) for high cost but by changing use of TAS so that they are delivering based on assessed need rather than just being timetabled for a class, they can have more impact and be more accountable.	Head to ensure timetable reflects needs of children based on data and that TAS are timetabled accordingly, supported in best delivery and held accountable for data.	J Dalrymple	TAS reduced small interventions, part of whole school delivery of streamed Phonics and CLIC maths. Reduced lunchtimes and extended morning hours to ensure they are working with teachers on planning, feedback and follow up.

Total budgeted cost	£1000 Supplemented by school budget
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<b>Targeted Support</b>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation July 2017</u>
Children who struggle to access learning due to social and emotional problems to be able to access learning and have improved learning outcomes.	Thrive Intervention targeted at children based on need.	EEF Toolkit found that behaviour interventions have moderate impact (+3 months) for moderate cost. Social and Emotional interventions can have moderate impact (+4 months) for moderate based on extensive evidence.	Thrive to be timetabled in a way that allows groups or individuals to have required support at appropriate times in the school day.	C. Wakenshaw (nee Fiddes)	Thrive scores all increased in direct relation to individual action plans. Self-regulation and behaviour for learning more evident. 100% ARE at KS1 including SEN/PP
Children who are behind with reading and spelling to have intervention to catch them up.	Catch-Up Literacy adapted to enable a group of children to benefit.	EEF Toolkit found that One to One Tuition has moderate impact (+5 months) for very high cost but by adapting the intervention, it will be more cost effective.	After each half-term assessment capture, children will be targeted based in assessment results for group support which will be timetabled for three half hour sessions weekly at an appropriate time.	E. Craggs A. Turnbull	Catch-Up Liteacry Intervention scores showed some individual progress however, limited in relation to cost and time. Some aspects can be incorporated into Guided reading, <b>discontinue</b> 2017-18.

Improve children's oral language skills.	TalkBoost Catch-Up literacy	EEF Toolkit states that oral language interventions have moderate impact (+5 months) for very low cost based on extensive evidence.	After each half-term assessment capture, children will be targeted based in assessment results for group support which will be timetabled for one half hour sessions weekly at an appropriate time.	E. Craggs	Effective intervention with improved scores and greater participation from all children. <b>To continue</b> – new staff member to be trained 2017-18 due to staff changes.
To improve children's phonic skills to enhance reading.	Phonics interventions	EEF Toolkit states that phonics interventions can have moderate impact for very low cost, based on extensive evidence.	Phonics groups to be targeted so that teachers can lead phonic teaching of children who require most catch-up and that groups will be reviewed regularly.	KS1 teacher	Phonics scores dipped 2017 (77% in line with NA) due to 3/13 did not pass . Read Write Inc Phonic programme implemented across whole school for 2017-18. Prediction for 17-18 100% due to improved delivery in EYFS and follow up.
Ensure that children are able to make progress through targeted learning.	Reducing class size to create pure teaching groups of Year 3 then Year 2.	EEF Toolkit states that this approach has moderate impact (+3 months) for high cost based on moderate evidence.	Regular observations and half-termly data capture to ensure progress being made.	J Dalrymple L. Jeffrey	Though expensive the improved data 2017 is predominantly due to pure Y2 class, targeted teaching, 100% KS1 pass rate for PP.
<b>Total budgeted cost</b>					<b>£ 18,000</b>

<b><u>Other Approaches</u></b>					
<b><u>Desired outcome</u></b>	<b><u>Chosen action/approach</u></b>	<b><u>Evidence and rationale</u></b>	<b><u>How it will be implemented</u></b>	<b><u>Staff lead</u></b>	<b><u>Review of implementation</u> <u>July 2017</u></b>
Pupil Premium children to benefit from home learning opportunities.	Homework Policy that supports parents of Pupil Premium children in supporting learning at home.	EEF have found that homework can have a moderate impact (+2 months) at low cost.	Revising homework activities. Providing time in school to complete or explain activities. Meetings with carers to promote partnership.	J.Dalrymple	Parents feedback that they like regular Learning updates in Homework books. CLIC maths effective and trackable. Spelling to be more consistent with phonics and spelling patterns for 17-18.
Pupil Premium children are fully engaged in the afternoon because they have had a nutritious lunch.	LAC children have meals paid for if judged beneficial.	Children who are well fed are less distracted and are able to access quality first teaching.	Finance staff allocate proportion of PP funding to offset school meal payments	J.Dalrymple	Good uptake of school meals by PP children. More scrutiny of afternoon lessons to be completed 2017-18
Full attendance of PP	Tracking all PP attendance	Attendance is crucial for learning	SIMS	L.Wright	Strong attendance 97%+ for PP children.
<b>Total budgeted cost</b>					<b>£2000</b>
<b>Total expenditure</b>					<b>£20,000</b>