



## Pupil Premium Strategic Plan September 2016-17

### Evaluation

Academic Year: 2016/17		Total PP budget: £85,380.00		Date of most recent external PP reviews: January & March 2017	
Total No of pupils: 235		Number of pupils eligible for PP: 46		Date for next external PP review: November 2017	
Objective	Actions	Evidence and Rationale for Action	Responsibility	<u>Evaluation</u>	Cost
Improve school attendance	Employ School EWO 0.1fte Embed school procedures  Closely monitor PP attendance and implement actions to support  Further develop joined up holistic approach to improving attendance - EWO/SJB school nurse/SERIS worker/SENCo/HT	Pre EWO 2012-13 94.9% EWO impact 2013-14 96.11% 2014-15 96.2% 2015-16 96%  PP 2013-14 94.87% Other 2013-14 96.47 PP 2014-15 95.41% Other 96.17%	HT/ EWO	PP attendance is improving. It is in line with other children at SJB and nationally  Sept 16-July 17 <b>PP attendance 96.14%</b> Other 96.22% National 2016 96.1%	EWO School Nurse
					<b>£10467</b>
Prevent mental/social/emotional barriers to learning	SERIS worker available at lunchtimes and available for referrals Lunchtime club (small group) Sports provision at lunchtimes  Family Support Manager working with families – self referral  Referral to the school nurse where appropriate	School Questionnaire Children Happy at School 100%  Children ready to learn at the start of lessons. Outstanding behaviour for learning evidenced by independent observers NLE  Case studies of improved engagement, progress and attainment following	SERIS  STA Sports coordinator  Family Support Manager  School Nurse	All children have demonstrated resilience and outstanding attitudes to learning throughout the school and any issues arising have been dealt with quickly –SERIS records  School Questionnaire 99% happy at school and feel safe.  Outstanding learning behaviours evidenced by NLE for all children. PP children choosing to attend after school clubs to support learning	Above plus Family Support Manager SERIS

		involvement of family support manager and/or school nurse  EEF Research Social and Emotional Learning		School Nurse/Family Support Manager significantly impacting attendance and well being of children and parents and pupil progress –Case studies –However this is sometimes on going to ensure impact	
Further engage <b>parents</b> in children’s learning	Build on positive relationships between Family Support Manager and PP parents to increase their knowledge of learning and how they can engage them in helping their children.  1-1 parental meetings – reading activities to support children	Internal Evidence of impact of parental engagement on children’s learning  EEF Research: Parental Involvement	Family Support Manager	There has been increased effective liaison with PP parents. Parents are more comfortable coming in to school. PP parents have been informed of pupil progress and increased awareness of how to support. However, there has been less of a direct impact on learning from additional home support.	
					£25560
<b>EYFS</b> Sustain PP children attaining as well as or better than other children in the EYFS	High quality teaching based on a holistic view of the child and on-going assessment of need  Increased staffing resource allowing differentiated teaching and bespoke early intervention  Increased first hand experiences to close the gap in ‘Early Years life experiences’  Speech and Language intervention (EYFS focus but including whole school)	Evidence of : Started approach/strategy September 2014  Improving standards in EYFS GLD 2014 52% 2015 86% 2016 76% NATIONAL 66%	HT/EYFS leader  EYFS team	EYFS Standards are above the national GLD 2017 All 73% GLD 2017 All 73% National 2016 66% PP 50% <b>PP Non SEND 100%</b> ALL Non Send 86%  Good progress from starting points	
					£20250

<p><b>KS1</b></p> <p>Sustain current PP children attaining as well as or better than other children</p> <p>Increase number of PP children exceeding expectations</p>	<p>Increased staffing resource allowing differentiated teaching and bespoke early intervention</p> <p>Small group phonic teaching across KS1 and on going assessment</p> <p>Further improve reading scheme resource and class book resource to inspire reading</p> <p>Targeted guided reading sessions Targeted reading/writing maths intervention where required</p>	<p>EEF Research: Phonics Teaching</p> <p>Improved Y1 phonic screening scores 2015 74% 2016 83%</p> <p>Current PP KS1 pupils now working in line with other children and in line with the national</p>	<p>HT/SLT</p> <p>KS1 teachers</p>	<p><u>KS1 SATs 2017</u> PP Reading/Writing/Maths Expected 100%</p> <p>% PP Reading/Writing/Maths Exceeding 50%</p> <p>Higher than national for other children</p> <p><u>KS1 Phonics</u> 2017 88% PP 100%</p> <p>Children demonstrating a love for reading</p>	
<b>£10255</b>					
<p><b>KS2</b></p> <p>Close the progress and attainment gap for PP children and other children at KS2</p> <p>Close the progress and attainment gap for PP children in different cohorts</p>	<p>Close evaluation of PP progress and attainment in each cohort and clear identification of need, leading to effective deployment of staff and intervention.</p> <p>Deployment of DHT x2 afternoons to coordinate early identification of need and implementation appropriate action</p> <p>Further improve SEND provision to close the learning gap</p>	<p>EEF Research: One to one tuition</p> <p>EEF Research: Small Group tuition</p> <p>EEF Research: Feedback</p> <p>Internal Evidence of impact of intervention</p>	<p>HT/DHT</p> <p>SENCo</p> <p>Support teachers</p>	<p>SATs KS2 2017</p> <p>Reading Expected All 72% PP 63 % Other 81% National All 71%</p> <p>Writing Expected All 84% PP 88 % Other 84% National All 76%</p> <p>Maths Expected All 84% PP 88 % Other 84% National All 75%</p> <p>Evidence of improved progress for PP children and SEND/PP children across cohorts, seen through book scrutiny and specific case studies.</p>	

	Continue to provide 1-1 teacher or TA intervention and small group intervention based on identification of need. Timescale clearly identified with SMART measurable outcomes				
<b>KS2</b> Close the gap in progress and attainment in reading for PP children compared to other children	<p>HT/DHT closely monitoring reading standards and progress across school using teacher formative assessments and summative assessments</p> <p>Further improve scheme reading books, whole class book selection and library resource to inspire reading and support step by step progression</p> <p>Daily reading for targeted children Additional guided reading for targeted children</p> <p>Implementation of Booktrust Story Hunters Reading Programme for identified children</p> <p>Oral Language Intervention – agreed whole school approach</p>	<p>Progress above national in 2016 for all children</p> <p>% PP children making expected progress improving over 3 year period (2013-15) (nb 2016 not comparable)</p> <p>EEF Research: Oral Language Intervention</p>	HT/DHT KS2 teachers	<p>See results above. Gap closing between non PP and PP children</p> <p>Increased quality and quantity of books available</p> <p>Increased enthusiasm and confidence as readers evidenced, particularly through the Story Hunters programme</p>	

<p><b>KS2</b> Close the gap in writing for PP children compared to other children</p>	<p>Spelling intervention across Y3 and 4 daily</p> <p>Oral Language Intervention – agreed whole school approach</p> <p>Effective feedback</p>	<p>Evaluation of school writing assessments based on national criteria</p> <p>EEF research: Feedback EEF research: Oral Language Intervention</p>	<p>DHT</p> <p>KS2 teachers</p>	<p>See results above</p> <p><b>Writing for PP above other children and above national at KS2 in 2017 SATs</b></p> <p>The gap is closing Y3-5 but needs to close further to bring attainment in line with other children at SJB and nationally. Impacted by PP/SEND</p>	
<p><b>KS2</b> Close the gap in maths for PP children compared to other children</p>	<p>Effective use of Maths Clinic to ensure children do not fall behind in their learning.</p>	<p>EEF research: Mastery Learning Internal Evidence of impact of Maths Clinic</p>	<p>HT/Maths Leader</p> <p>KS2 teachers</p>	<p>See results above</p> <p><b>Maths for PP above other children and above national at KS2 in 2017 SATs</b></p> <p>The gap is closing Y3-5 but needs to close further to bring attainment in line with other children at SJB and nationally. Impacted by PP/SEND</p>	
<p>Improve the number of PP children at KS2 exceeding expectations for their age in reading/writing and maths</p>	<p>Additional teaching for the more able in: Y6 Maths Writing – identified children across KS2 Teaching Reading Comprehension systematically across KS2</p>	<p>EEF research: Reading comprehension</p>	<p>HT/DHT</p> <p>KS2 teachers</p>	<p>2017 KS2 SATs PP children responded well to additional input and challenge and made progress but not enough to meet 'exceeding' standard</p> <p>There are a small number of PP children exceeding across KS2.</p>	
					£35166