

Pupil premium strategy statement data according to Oct 2016

Number of pupils and Pupil Premium Received in 2016-17	
Total of pupils on roll at the time of calculation	386
Number of children eligible for PPG	60 (15.5%) [FSM=35(75%), Ever 6=25(25%)]
Total number of pupil premium boys/girls	Boys 33(55%) girls 27(45%)
Total number of pupil premium pupils with EHA's	2
Total number of pupil premium pupils with SEN	15
Total number of pupil premium pupils with EAL	6
Current FSM pupils	35(75%)
Amount of PPG received for each pupil	£1320
Total PPG Received	£71,280

1. Summary information					
School	IRCHESTER COMMUNITY PRIMARY				
Academic Year	2016/17	Total PP budget	£71,280	Date of most recent PP Review	July 2016
Total number of pupils	386	Number of pupils eligible for PP	60	Date for next internal review of this strategy	April 2017

2. Current attainment		
	(9)Pupils eligible for PP in ICPS	(36)Pupils not eligible for PP (national average)
% achieving Level 4b or above in reading, writing and maths	44% (50% if not include HNF child)	64% (NA 53%)
% making at least 2 levels of progress in reading	67% (75% if not include HNF child)	42% (NA 66%)
% making at least 2 levels of progress in writing	56% (63% if not include HNF child)	80.5% (NA 74%)
% making at least 2 levels of progress in maths	67% (75% if not include HNF child)	39% (NA 70%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows the phonic & writing progress in subsequent years.	
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.	
C.	EAL children with poor speech and reading	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in FS, so that all pupils eligible for PP meet age related expectations. Develop parental involvement to support development at /from home.	Pupils eligible for PP in Reception class make rapid progress by the end of the year. Improved involvement of parents (reading/sharing)
B.	Higher rates of progress across KS1 & KS2 for high attaining pupils eligible for PP across R, W, M	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the school.
	Increase progress and attainment in Maths in reasoning, fluency and problem solving skills: focus KS1, those working at greater depth and PP children	Maths KS1 2017, <ul style="list-style-type: none"> • 63% AT expected • Greater depth to be broadly in line with National for non PP (2/13:15%) 2016 PP (1/5) 17% AT expected 0% Greater Depth
	Pupils eligible for Pupil Premium to achieve expected standards in R, W & M combined in line with their national peers	<u>KS1</u> : Maths up from 2016: 1/6 17% 2017 target: 8/13 62% R W,M 2016: 1/6 17% 2017 target: 7/13 54% <u>KS2</u> :R,W,M 2016: 4/9 44% 2017 target: 4/6 67% expected + (Nat non PP 60%)
C.	To ensure Pupil Premium, EAL & all ethnic minority children are achieving at expected in reading compared with national non Pupil Premium. To develop a good level of English speaking conversation	2017 reading target KS1 2017: All PP 77% Nat non PP:78% PP without other groups:100% GRT:1/2 50% KS2 reading target 2017:

		PP 67% Nat non PP: 71% PP without groups :60% Ethnic: 100%
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP 10% or below. Overall PP attendance improves from 93% to 97% in line with 'other' pupils. Achieve individual targets set by FLW

5. 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.

i. 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?
<p>A. Improved oral language skills in Reception & EAL children</p> <p>B. Improved progress for high attaining pupils</p>	<p>Developing parental involvement throughout the year to encourage improved baseline in speaking & listening & Staff training on first class teaching & high quality feedback. Teachers provided with in depth time for pupil progress meetings</p> <p>Writing for the high attaining pupils in EYFS and Y1.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>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 embed across the school.</p>	<p>Training of additional staff in speech development.</p> <p>Visits to cluster schools/Peer observation to share knowledge & embed learning.</p> <p>Embed in school policy.</p>	<p>FS TA £7000</p>	<p>Jan 2017</p>
<p>B. Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils, especially in writing & Maths</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across KS1 & KS2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to provide some booster groups to then impact on the work in class.</p>	<p>Writing experiences with authors/Trips/ residentials Group work and writing for real life situations. CPD for staff on Math expectations & achieving Greater depth.</p> <p>Targets Writing KS1 Greater Depth = 15%(Nat non PP 16%) Writing KS2 Greater Depth =33% (Nat non PP18%) Maths KS1 Greater Depth=15% (Nat non PP 20%) Maths KS2 greater Depth = 17% (Nat non PP 20%)</p>	<p>Math & English lead/SENCo £8000</p>	<p>Jan 2017</p>

Total budgeted cost					£11000
ii. 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 everyday language games and focused vocabulary Intervention for children in FS.	Some of the students need targeted support to catch up. This is a programme provided by Speech & Language therapist programme and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	FS staff £10,500	Jan 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with qualified staff have been shown to be effective,	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by SENCo 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	SENCo £5,500	Jan 2017
Total budgeted cost					£16,000
iii. 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	Part time family Link worker (FLW) employed 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. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of FLW about existing absence issues. PP coordinator, FLW, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	FLW £6,000	Sept 2017 /termly

C. Problem behaviour in Year 5/6 addressed	Identify a targeted behaviour intervention for identified students. Use SENCo/FLW to engage with parents before intervention begins. Focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues 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 behaviour translate into improved attainment. Y5/6 lunch-bunch group, (SENCo & TA) which has been judged to have a positive impact on pupil behaviours.	SENCo £6000	Sept 2017
Subsidising the cost of school visits and residential	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.	Monitoring of the number of children attending day visits and residential opportunities.	DH £2000	To ensure that 100% of PP have had an opportunity for a day visit and/or residential visit by July 2017.
To organise the 1,2,3 Magic parent scheme to support PP parents/carers.	To target PP children's parents who would benefit from this scheme	The association between parental involvement and a child's academic success is well established.	Using a highly recommended provider. Family Support Worker to attend all sessions and continue to work with the designated families.	FLW DH £1000	To have at least 5 PP families taking part in 1,2,3 Magic scheme.
To provide Curriculum Enrichment opportunities including, author visits, Science Investigations Day, European Day of Languages, and visiting sport persons.	To ensure all children are given a wealth of new and exciting learning opportunities to give them positive aspirations for the future	Approaches that seek to raise aspirations are very diverse and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement	To select a wide range of new and exciting learning opportunities for the PP children.	£10,000	To ensure all PP children enjoy their learning and coming to school
To provide a new school uniform & equipment for all PP children if required per year	To ensure the PP children are fully prepared for school.	To support the development of a whole school ethos and therefore is supportive of discipline and motivation.	To ensure all children are supplied with a new school uniform and necessary equipment	£6000	To ensure that all children have been supplied with new uniform & equipment
Provide ongoing support/incidental issues/new behaviour, academic & emotional assessments/CPD	To ensure the needs of the PP children are met	The child's academic success is well established	Review termly.	Head DH Bursar £9,280	Throughout the academic year
Total budgeted cost					£71,280