

Pupil premium strategy statement: primary schools, completed example based on fictitious school

1. Summary information					
School	Tipton St John Primary				
Academic Year	2016/17	Total PP budget	£6600	Date of most recent PP Review	n/a
Total number of pupils	91	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP TSJP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Y1 phonics threshold	No PP children	80%
% achieving at least expected progress in reading, writing and maths @ KS1 2016 (Y2)	100%	-
% achieving at least expected progress in reading @ KS1 2016 (Y2)	100%	74%
% achieving at least expected progress in writing @ KS1 2016 (Y2)	100%	66%
% achieving at least expected progress in maths @ KS1 2016 (Y2)	100%	73%
% achieving at least expected progress in reading, writing and maths @ KS2 2016	0% (1)	53%
% achieving at least expected progress in reading @ KS2 2016 (Y6)	0% (1)	66%
% achieving at least expected progress in writing @ KS2 2016 (Y6)	100%	74%
% achieving at least expected progress in maths @ KS2 2016 (Y6)	100%	70%
% achieving at least expected progress in reading, writing and maths @ 2016 All PPG	80%	53%KS2
% achieving at least expected progress in reading @ 2016 All PPG	80%	66%KS2
% achieving at least expected progress in writing @ 2016 All PPG	100%	74%KS2
% achieving at least expected progress in maths @ 2016 All PPG	100%	70%KS2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Inability to maintain good focus and having a lack of resilience.	
B.	Higher ability children not making enough progress when compared with children of similar ability.	
C.	Less well developed personal organisational skills,	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children fully aware of their 'next learning' targets and the steps needed to reach those targets. Measures: Regular review of targets on a weekly basis. Termly - standardised assessments. Book scrutinies – moderated across the federation.	Accelerated progress with reference to starting points at the beginning of year. 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.
B.	To build learning power so that the children demonstrate: <ul style="list-style-type: none"> • Resilience • Resourcefulness • Responsibility • Reflectiveness Measurement: Use of the 8 tools in BLP (Dr Guy Claxton)	That they show: Curiosity, Exploration, Courage, Experimentation, Imagination, Discipline, Sociability and thoughtfulness.
C.	Personal organisational skills developed to an increasingly reliable and independent level. Measurement: <ul style="list-style-type: none"> • Ready for lessons. • Homework books returned on time. • Reading record and home reading book always available. • PE kit and other equipment in school and ready for use. 	Demonstrate increasing independence and personal organisation.
D.		

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?
A. Accelerated progress with reference to starting points at the beginning of year in Reading, writing and mathematics.	Effective use of mentoring (peer and adult pupil). Planning time into class work to foster discussion about achievement of targets and steps towards. Staff to receive input from SMT regarding mentoring and target setting. Intro of Maths No Problem	We want to invest some of the PP in longer - term change that 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.	Staff will be asked to review target setting and response approaches, discuss / review best practice and agree the processes. Book scrutinies to confirm strong mentoring and use of agreed processes for target setting and achievement of goals.	HOS	Jan 2017
B. To build learning power so that the children demonstrate: Resilience Resourcefulness Responsibility Reflectiveness	CPD for Building Learning Power. (BLP) <u>In the SDP.</u>	The recent assessments at the end of KS2 suggested a pattern that indicated that children needed a better - developed capacity to meet challenge. This was especially noted in maths. A number of EEF projects which employ meta-cognition approaches have found positive impacts on attainment for programmes that seek to improve students' abilities to plan, monitor and evaluate their learning: Thinking, Doing, Talking Science, Using Self-Regulation to Improve Writing, Changing Mindsets and Philosophy for Children.	Through the year the staff will progressively receive BLP training starting with the aim of learning to teach resilience then.... Resilience Resourcefulness. Responsibility	SMT	March and June 2017
Total budgeted cost					£339 BLP £3333 M.N-P. £3672 (Total) PP Chil: £202

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?
Clear identification of each PP child's needs through weekly discussion with tasked teacher and pupil on a 1:1 basis and through regular consultation with parents.	Qualified teacher to meet with individual PP children to discuss the learning week and any social emotional issues arising. BLP will be built into the discussions.	1:1 has been the most effective so far when working with PP children at Tipton. The evidence in results and current assessments of performance of PP v National Non PP difference supports the approach. Building Learning Power and focussing on the particular needs of individual children has been demonstrated to be effective. (EEF)	Designated teacher has a good, established relationship with the pupils. Reference to books (particularly mathematics and English) + time allowed to make notes, record discussions and approach other adults if issues arise.	Pupil Premium Teacher HOS	Mar 2017 June 2017
Consistent review of targets and steps in relation to the work carried out in class lessons – providing support where issues arise in order to have the maximum tailored impact on PP children's learning.	Qualified teacher to meet with individual PP children to discuss the learning week, review targets, and evaluate their progress. Additionally – work with PP children to review learning that has been challenging.	Responding rapidly to misconceptions using an effective teacher has been shown to be amongst the most effective way to support and extend learners. (EEF) In all cases the PP children are capable learners so the aim is to challenge and extend the pupils. Evidence supports this approach.	Use of a proven and experienced teacher to carry out the 1:1 sessions. Impact overseen by maths, literacy co-ordinator and reported to Head Of School Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Teacher HOS	Mar 2017 June 2017
Total budgeted cost					£3542
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?

Maintaining good attendance rates.	Regular review on a termly basis for all PP children. EWO and HOS	Clear evidence and school's experience supports the view that good attendance is good for learning, personal development and good progress.	Teachers, admin and HOS all follow up on absence. Pattern of absence reviewed. Early contact where issues arise.	Teacher. PP teacher Admin EWO report Head report Gov's report	At least once a term.
Supporting PP children to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	All children should have the opportunity and right to access a rich and exciting curriculum. No child should feel in any way unequal in terms of resources, and personal clothing.	Admin will be aware of all PP children and ready to offer/remind parents of this support.	Admin HOS	June 2017
Total budgeted cost					£700

6. Review of expenditure				
Previous Academic Year 2015 to 2016				
i. 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
<p>Improve attainment particularly in English and maths with use across the wider curriculum.</p> <p>Develop a robust, assessment structure that has a positive impact on strategic and child by child progress.</p>	<p>Development of assessment approaches. Standardised testing 3 x per year. Summary sheets completed for each class by class teachers. (Including vulnerable groups)</p> <p>GAPS training by outside trainer in INSET.</p>	<p>Establishment of PIRA and PUMA standardised scores has now bedded in to school assessment quite effectively.</p> <p>Annalysis when compared with SAT 2016 expectations suggest that we needed to move the Raw SS to 103 using mean score of the 3 terms. This is in place for 16/17.</p> <p>Staff report progress termly and calculate differences for vulnerable groups. The summaries are a core part of the pupil progress meetings and ensure teacher awareness.</p> <p>Greater awareness of the issues – especially in KS1 and the higher demands for KS2. Subject knowledge has developed but there is still work to be done to achieve the high outcomes that we aim for.</p>	<p>Analysis when compared with SAT 2016 expectations suggest that we needed to move the Raw SS to 103 using mean score of the 3 terms. This is in place for 16/17.</p> <p>We will continue to develop the summary sheets. We pleased with the power of reporting to SMT, governors and outside agencies.</p> <p>We will add spelling as is identified as a focus in the SDP. Standardised spelling in place for start of this year.</p> <p>GAPS will need further embedding as a teaching approach with structures in place to ensure steady progression and learning at a manageable rate through both Key Stages.</p>	<p>GAPS CPD all staff: £133</p> <p>PP Children £7.20</p> <p>Standardised Tests – reading/writing /maths: Whole school: £800 PP Children £44</p>
ii. 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
<p>Ensure that PP children close the difference between them and non PP national data. Especially in mathematics and English.</p>	<p>One to one tuition delivered by qualified teacher reviewing emotional social, recent learning and target reviews.</p>	<p>PP children have, in all but one case closed the gap and moved ahead of non - PP children.</p>	<p>Supporting the emotional needs, reviewing learning that week and discussing next steps seems to be a powerful approach.</p> <p>The big issue has been emotional development and development of resilience. Building learning power is part of the 2016/17 SDP and part of the focus for PP children.</p>	<p>£3542</p>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Supporting PP children to access all aspects of curriculum and not be disadvantaged.	Support with trips and opportunities. Support with school uniforms. Support with enrichment opportunities.	Ensuring PP children have full access to the planned curriculum and feel comfortable and safe within our community.	The school will continue to follow this approach as it ensures good access to core curriculum and facilitates parent support for extension opportunities. It also ensures that children feel confident as members of our community. We believe this to be an important part of helping children to value school and learning.	£559.15

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk