

## **Pupil Premium Strategy Statement 2016 – 2017**

### **Principles**

- **we actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium** We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.
- **we ensure that appropriate provision is made for pupils eligible for Pupil Premium.** As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils.
- **we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.** We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- **Pupil Premium funding is ‘pooled’ for maximum benefit to the greatest number of children.** It is allocated following a needs analysis which identifies priority classes, groups or individuals.
- **all our work through the Pupil Premium is aimed at accelerating progress and improved personal development.** Pupil Progress meetings provide focus for regular discussions about this group of pupils.

### **Established**

- whole school ethos that every child matters. Pupils eligible for Pupil Premium are supported to enjoy their learning, and their time at school, through positive relationships and experiences with teaching and non-teaching staff.
- School leaders are friendly, accessible and visible to parents and carers at key points of the day, especially before and after school. They are willing to provide informal on-the-spot support and guidance
- high expectations for disadvantaged learners are communicated across the whole school with a no-excuses culture
- mixed ability groupings
- no-hands-up policy (at times)
- pupils eligible for Pupil Premium known to all teachers and teaching assistants
- Assessment, Maths & English subject leaders, and governors, monitor the attainment and progress of disadvantaged learners through book scrutiny, pupil discussion and Pupil Progress meetings
- pupils eligible for Pupil Premium are considered first for interventions
- rigorous and regular monitoring of the progress of pupils eligible for Pupil Premium takes place, especially those receiving support through interventions, to ensure no time is lost on strategies which are not effective
- named Governor and Disadvantaged Pupil Leader in school, who regularly attends Disadvantaged Pupil Leader Network Meetings

### **Developing/ establishing**

- pupils eligible for Pupil Premium discussed at every staff meeting: Pupil Progress updates!
- improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful marking focussing on misconceptions and misunderstandings



# Stratford-sub-Castle Church of England Pupil Premium Strategy Statement 2016-2017

1. Summary information					
School	Stratford-sub-Castle CE Primary School				
Academic Year	2016-2017	Total PP budget	£26320	Date of most recent PP Review	January 2017
Total number of pupils	140	Number of pupils eligible for PP	16 (FSM +F6) 11%	Date for next internal review of this strategy	April 2017
Primary Disadvantage Learner Lead	Mrs Kay Bridson (Headteacher)		Pupil Premium Governors	Mrs Carole Long Rev. Tessa Mann	

2. Current attainment				
	Pupils eligible for PP in our school (JANUARY 2017)	Y6 Pupils eligible for PP in our school (MAY 2016)		Pupils not eligible for PP (National Average)
		Tests	Teacher Assessment	
% achieving in reading, writing and maths	69% (11/16)	0%	50% (3/6)	60% (KS2)
% making progress in reading	81% (13/16)	<i>RAISEonline data needs careful unpicking as 3 pupils did not have their attainment at KS1 recorded at their previous schools.</i>		67%
% making progress in writing	88% (14/16)			83%
% making progress in maths	88% (14/16)			83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	A number of pupils (9/16 56%) eligible for PP also have significant SEND. This impacts on attainment across all areas.
B.	Levels of resilience lower in some pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation
C.	Gaps in learning in some pupils eligible for PP. This impacts on attainment, especially in maths.
D.	Emotional development on entry to EYFS is very low for a significant number of pupils eligible for PP. Whilst Personal Development outcomes are 'good', a significant number of pupils lack the resilience to approach pressured situations, such as tests.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning
F.	Attendance rates for a small number of pupils eligible for PP reduces school hours and causes gaps in learning, especially in maths (1 pupil).
G.	Some pupils eligible for PP not able to fund trips and After School Clubs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially</p> <ul style="list-style-type: none"> <li>• In-school assessment data (using B Squared)</li> <li>• Personal Social Emotional Development Outcomes for Learners (PSED) Grid completed by teachers, governors and pupils</li> </ul>	90% of pupils make good progress from their starting points (from September 2016), considering their needs, and show improved scores on the PSED grid.
<b>B.</b>	<p>At the end of KS2, Year 6 pupils are resilient and well-prepared for end-of-key-stage assessments, and ready for transition to secondary school.</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• KS2 SATs results</li> <li>• PSED Grid completed by teachers, governors and pupils</li> </ul>	Pupils to approach SATs with confidence and understanding of test techniques. More pupils than last year complete SATs papers with focus and good use of time. PSED grid shows improved outcomes for 75% of pupils (3/4 pupils).
<b>C.</b>	<p>Gaps in learning and misconceptions to be 'plugged' rapidly and to impact positively on progress and attainment for PP pupils.</p> <ul style="list-style-type: none"> <li>• In-school assessment data</li> <li>• KS1 &amp; KS2 SATs results</li> <li>• PSED Grid</li> </ul>	<p>Increased rates of progress</p> <p>Increased number of pupils with PP attaining the expected standard in reading, writing and mathematics</p> <p>Response to marking shows children are engaged with their learning.</p> <p>PP pupils to work through Planets Booklets (Maths facts) and GPS activities at the same rate/success as non PP pupils</p>
<b>D.</b>	<p>EYFS children to adapt to the school environment and develop independent skills in the classroom.</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• EYFS Profile</li> <li>• PSED Grid</li> </ul>	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>E.</b>	<p>All children to have access to, appropriate resources, a space to complete their home-learning and regular prompts/support from staff</p> <ul style="list-style-type: none"> <li>• Home-Learning Records</li> <li>• Assessment of Home-Learning</li> <li>• PSED Grid</li> </ul>	<p>All pupils receiving PP regularly complete home-learning tasks</p> <p>Pupils eligible for PP (without complex SEND) in KS1 &amp; 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
<b>F.</b>	<p>Improved attendance levels for pupils eligible for PP with attendance below 90%</p> <ul style="list-style-type: none"> <li>• Attendance/ Registers monitoring</li> <li>• PSED Grid</li> </ul>	Attendance analysis (Termly) shows that pupils attendance is 93% or above
<b>G.</b>	<p>All children to feel included, excited and motivated about their learning/school life</p> <ul style="list-style-type: none"> <li>• All PP children able to attend trips and after school clubs</li> <li>• PSED Grid</li> </ul>	Pupils eligible for PP score highly or show improving scores on PSED grid.

5. Planned expenditure					
Academic year	2016/2017				
<b>Evidence/Rationale</b> <ul style="list-style-type: none"> <li>• <b>EEF:</b> Education Endowment Fund Toolkit (Sutton Trust), <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></li> <li>• <b>MAP:</b> Wiltshire Learning Trust MAP (Maximising Achievement Programme) Toolkit <a href="http://www.wiltslt.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire">http://www.wiltslt.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire</a></li> <li>• <b>Rochford Report:</b> <a href="https://www.gov.uk/government/publications/rochford-review-final-report">https://www.gov.uk/government/publications/rochford-review-final-report</a></li> <li>• <b>Toe-by-Toe:</b> <a href="http://www.toe-by-toe.co.uk/">http://www.toe-by-toe.co.uk/</a></li> <li>• <b>AcceleRead AcceleWrite:</b> <a href="http://www.iansyst.co.uk/technology/iansyst's-product-innovations/accele-read-accelewrite">http://www.iansyst.co.uk/technology/iansyst's-product-innovations/accele-read-accelewrite</a></li> <li>• <b>NFER:</b> <a href="https://www.nfer.ac.uk/publications/CPAB01">https://www.nfer.ac.uk/publications/CPAB01</a></li> </ul>					
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?
B C D G	Regular small group work with class teacher focussed on overcoming identified gaps in learning.	12/16 of the pupils need targeted support to catch up. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)	Deputy HT (JMW)	Every half term (6 times a year)
A B C G	Extended tutorial times for pupils eligible for PP (maths, writing & reading) * October * February * May	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF and MAP, 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.	Organise timetable to ensure staff delivering provision have sufficient preparation and tutorial time.  Monitoring of books for pupils eligible for PP (maths, writing & reading).	Curriculum Leader (HC)	3 times a year (Nov/Feb/June)

<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>E</b> <b>F</b> <b>G</b></p>	<p>Ensure all for pupils eligible for PP receive regular awards and recognition for Building Learning Power and positive behaviour. Ensure pupils receive recognition for appropriate learning behaviours / progress by being sent to see the HT to be entered into the 'Happy Book'. Ensure all have Person of the day certificates sent home to parents.</p>	<p>To ensure all pupils have access to school's system of recognition and reward. Evidence from MAP suggest this is an approach to boost self-esteem.</p>	<p>Regular updates at Pupil Progress Meetings (weekly) including monitoring of recognition lists.</p> <p>Use PSED grid to measure outcomes.</p>	<p>Headteacher (KB)</p>	<p>Weekly at Staff Meetings</p>
<p><b>A</b> <b>B</b></p>	<p>Year 6 teacher to formulate a transition plan for all pupils eligible for PP. Behaviour Support to be contacted if required.</p>	<p>Pupils need targeted provision for a smooth transition into secondary school. This is a programme which has been evaluated by Y6 teacher, through Pupil Progress meetings, discussions with parents and ex-pupils.</p>	<p>Year 6 teacher formulates plan and reports to SENDCo and SLT as appropriate. Year 6 teacher keeps a record of transition meetings and agreements with secondary schools. Year 6 teacher follow-up where secondary schools breach agreements.</p> <p>Use PSED grid to measure outcomes.</p>	<p>Y6 teacher (SW)</p>	<p>End of May End of June End of July</p>
<p><b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>E</b> <b>F</b> <b>G</b></p>	<p>All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments. Arrange a 'catch-up' if Parents' Evening can not be attended. Arrange time for a 'Structured Conversation' if required.</p>	<p>To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress.</p>	<p>All class teachers to contact parents of pupils eligible for PP personally or on the phone to arrange Parents' Evening appointments. Follow-up and target non-attendees</p> <p>Record of Parents' Evening appointments given to SLT. Regular updates at Pupil Progress Meetings (weekly).</p>	<p>Headteacher (KB)</p>	<p>September March July</p>
<p><b>A</b></p>	<p>Pupils eligible for PP working well-below expected levels and with significant SEND are identified and tracked using B Squared.</p>	<p>Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially. Teachers are able to measure pupil outcomes. Evidence from Rochford Report suggest that pupils working below expected require careful assessment and tracking.</p>	<p>Assessment Team and SEND team to work together to ensure B Squared used effectively. Report to SLT.</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Use PSED grid to measure outcomes.</p>	<p>SENDCo (JMW)</p>	<p>3 times a year (Nov/Feb/June)</p> <p><b>(£500 – computer programme contribution £150 – teacher time to set-up and train staff)</b></p>

<b>A</b> <b>B</b> <b>C</b> <b>D</b> <b>E</b> <b>F</b> <b>G</b>	Staff training on high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF and MAP, 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 Staff meetings/CPD sessions to deliver training. Peer support (Marking Parties!) Lessons from training embedded in Marking for Learning Policy.	Headteacher (KB)	See SIAP
<b>B</b> <b>G</b>	All class teachers receive feedback following Subject Leader Monitoring of books and pupil interviews of pupils eligible for PP.	We want to train all teachers in practices to provide stretch and encouragement for these pupils. Many different evidence sources, e.g. EEF and MAP, 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.	Included on the SIAP and given high priority (2016-2017).	Headteacher (KB)	See SIAP
<b>Total budgeted cost</b>					<b>£650.00</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> <b>B</b> <b>G</b>	Ensure pupils eligible for PP are welcomed to school, by name, every morning, supported to settle if required. Staff do 'emotional drop-ins' to check emotional well-being.	Through greeting pupils and 'emotional drop-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.	Class teachers to report to SLT at regular updates at Pupil Progress Meetings (weekly) on impact.  Use PSED grid to measure outcomes.	Headteacher (KB)	Every term (3 times a year)
<b>B</b> <b>C</b> <b>G</b>	'Booster' sessions for pupils eligible for PP Year 6 Maths before school (1 teacher) ( <i>Pupil Premium funding used to purchase support materials</i> )	Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	Year 6 teacher & Maths Subject Leader/ Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom?  Use PSED grid to measure outcomes.	Maths Leader (HC) & Y6 teacher (SW)	Every half term (6 times a year)  <b>(£50 - materials)</b>

<p><b>B</b> <b>C</b> <b>G</b></p>	<p>'Booster' sessions for pupils eligible for PP Year 6 English before school (1 teacher) (<i>Pupil Premium funding used to purchase support materials</i>)</p>	<p>Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.</p>	<p>Year 6 teacher/English Subject Leader &amp; Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom?</p> <p>Use PSED grid to measure outcomes.</p>	<p>English Leader (SW)/ Y6 teacher (SW) &amp; Curriculum Leader (HC)</p>	<p>Every half term (6 times a year)</p> <p><b>(£50 - materials)</b></p>
<p><b>B</b> <b>C</b> <b>G</b></p>	<p>1-1 support with an experienced teacher for 'booster' sessions leading up to KS2 SATs to ensure year 6 pupils are resilient and well-prepared for end-of-key-stage assessments</p>	<p>Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Year 6 teacher/English Subject Leader &amp; Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities.</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p> <p>Use PSED grid to measure outcomes.</p>	<p>Headteacher (KB) &amp; Y6 teacher (SW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£4130 – 1-to-1 teacher time)</b></p>
<p><b>A</b> <b>B</b> <b>C</b> <b>E</b> <b>G</b></p>	<p>1-1 support with an experienced teacher focussing on rapid recall of number facts</p>	<p>Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Year 6 teacher/English Subject Leader &amp; Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities.</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Maths leader (HC)</p>	<p>Every half term (6 times a year)</p> <p><b>(£4130 – 1-to-1 teacher time)</b></p>

<p><b>C</b> <b>G</b></p>	<p>‘Rapid Maths’ intervention programme</p>	<p>Some of the pupils need targeted support to catch up on the ‘basics’. Small group interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence ‘boosting’ activities/ motivational encouragement to approach mathematical activities.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>KS1 Leader and class teachers co-ordinate and establish priorities for Rapid Maths</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Deputy HT (JMW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£7200 – intervention group TA time)</b></p>
<p><b>C</b> <b>G</b></p>	<p>‘Sound Discovery’ intervention programme/ Phonics small group work</p>	<p>Some of the pupils need targeted support to catch up on phonics. Small group interventions, have been shown to be effective in the past with outcomes where pupils make on average a year’s progress in 6 months. A number of pupils have made outstanding progress for example 4 years progress in 1 year.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>KS1 Leader and class teachers co-ordinate and establish priorities for Sound Discovery</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Deputy HT (JMW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£1800 – intervention group TA time)</b></p>
<p><b>C</b> <b>G</b></p>	<p>‘Toe-by-Toe’ intervention programme</p>	<p>Some of the pupils need targeted support to help with decoding. This intervention is one-to-one and ‘drip-feeds’ decoding skills in a quick focus ways. This intervention has been shown to be effective in our school as children are withdrawn from class for a very short time. All pupils benefit from the ‘kick start’ to their reading and have shown increased levels of reading for pleasure and fluency. Evidence from ‘Toe-by-Toe’ shows children on average make 5 years 4 months progress over 22 weeks.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>KS1 Leader and class teachers co-ordinate and establish priorities for Toe-by-Toe</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Deputy HT (JMW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£900 - intervention 1-to-1 TA time)</b></p>



<p><b>C G</b></p>	<p>‘AcceleRead AcceleWrite’ intervention programme</p>	<p>Some of the pupils need targeted support to help with reading accuracy and spelling. This intervention is one-to-one and lasts 20 sessions.</p> <p><b>Evidence:</b></p> <p><small>in addition to the reading and spelling improvements that Greg Brooks reports, AcceleRead AcceleWrite has a significant effect on short term memory, one of the commonly reported problems with dyslexia/SpLD. The following results were reported in one early study:</small></p> <table border="1"> <thead> <tr> <th colspan="3">Reading Age Increase (in months)</th> </tr> <tr> <th>Age</th> <th>After 10 weeks</th> <th>After 6 months</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>14.50</td> <td>16.90</td> </tr> <tr> <td>7-9</td> <td>6.50</td> <td>8.10</td> </tr> <tr> <td>10-14</td> <td>23.20</td> <td>37.30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Skill</th> <th>Mean Age Increase (in months)</th> </tr> </thead> <tbody> <tr> <td>Word Recognition (BAS)</td> <td></td> <td>8.30</td> </tr> <tr> <td>Spelling (BAS)</td> <td></td> <td>4.10</td> </tr> <tr> <td>Auditory short-term memory (BAS)</td> <td></td> <td>15.30</td> </tr> </tbody> </table> <p><small>70 children ages 7-13. Approximately 6 hours intervention each.</small></p> <p><small>Source Martin Miles in "Computers &amp; Dyslexia", Singleton C (1994) Ed. Computers &amp; Dyslexia, BDA/University of Hull</small></p>	Reading Age Increase (in months)			Age	After 10 weeks	After 6 months	All	14.50	16.90	7-9	6.50	8.10	10-14	23.20	37.30	Skill		Mean Age Increase (in months)	Word Recognition (BAS)		8.30	Spelling (BAS)		4.10	Auditory short-term memory (BAS)		15.30	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>KS1 Leader and class teachers co-ordinate and establish priorities for AcceleRead AcceleWrite</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Deputy HT (JMW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£1000 - intervention 1-to-1 TA time)</b></p>
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<p><b>C G</b></p>	<p>Speech &amp; language sessions (TA implementing speech &amp; language programme provided by a Speech Therapist)</p>	<p>Some of the pupils need targeted support to help with speech and language. Last year, All PP pupils moved rapidly through their speech and language targets, some being discharged by the S &amp; L team showing this is an effective provision.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>SENDCo Leader and class teachers co-ordinate and establish priorities for S &amp; L</p> <p>Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)</p> <p>Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>SENDCo (JMW)</p>	<p>Every half term (6 times a year)</p> <p><b>(£1000 - intervention 1-to-1 TA time)</b></p>																											
<p><b>A B C G</b></p>	<p>Pupils eligible for PP are prioritised for extra ‘attention’ by volunteer visitors who work with readers/maths. Visitor who work with pupils on maths is a retired maths teacher and highly experienced and qualified.</p>	<p>1 to 1 work, with highly motivational people have been shown to be effective from school evidence show higher levels of self-esteem and confidence.</p>	<p>Class teachers to liaise with volunteers to ensure best use of time. DHT to maintain overall view of use of visitors.</p>	<p>Class teachers</p>	<p>Every half term (6 times a year)</p>																											
<p><b>Total budgeted cost</b></p>					<p><b>£20260</b></p>																											

### 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?
<b>A D</b>	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development	Due to high numbers of pupils requiring support to develop self-care skills such as toileting and dressing/undressing, as well as encouragement to persevere and be resilient. Better pupil/staff ratios allow the teacher to focus on CLL and other areas of learning. School data indicates pupils enter school with very low baseline scores and leave EYFS at the national average.	SLT prioritise staffing levels in EYFS  Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)  Use PSED grid to measure outcomes.	SLT (KB & JMW)	Every half term (6 times a year)  <b>(£5000 –TA time)</b>
<b>A E G</b>	Funding for trips and after school clubs, so all children are able to access unique learning opportunities.  Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music, sports and the arts) to enrich their learning experiences and enhance their self-esteem	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money.	Disadvantaged Learner Leader to monitor trips, clubs etc and ensure all children are able to take part.  Use PSED grid to measure outcomes.	Headteacher (KB)	Every half term (6 times a year)  <b>(£300 – funding for trips)</b>
<b>E G</b>	Providing opportunities for children unable to complete home-learning at home with a space in school and have access to Night Owls (Reading & Home-Learning support club)	This approach supports the school's ethos and values of inclusion and equality.	Termly Topic monitoring and evaluation session focus on work produced by pupils eligible for PP. Are they able to complete the Termly Topics to the expected standard?	Headteacher (KB)	Every half term (6 times a year)
<b>B C D E F G</b>	Governor involvement in monitoring and evaluating the outcomes for pupils eligible for Pupil Premium. Including, Pupil Progress discussions with teachers, book scrutinies and interviews with pupils.	Ensure the Governors monitor and evaluate the impact of Pupil Premium spending	Curriculum & Standards Committee and designated governor for PP use the SIAP weekly task sheets and feedback from Pupil Progress discussions to report back to FGB.  Pupil Premium Governor Team: Carole Long & Tessa Mann	Headteacher (KB)	Curriculum & Standards Meeting (5 times a year)
<b>B G</b>	Pupils eligible for Pupil Premium and who are also identified as 'Able and Interested' have access to, and are encouraged and supported to take part in a AGAT courses to enrich their learning experiences and enhance their self-esteem. Funding provided by	This approach supports the school's ethos and values of inclusion and equality.	Disadvantaged Learner Leader to liaise with Gifted & Talented Leader to ensure access to AGAT courses.  Use PSED grid to measure outcomes	Able & Interested Leader (SW)	Twice a year (when AGAT course booklet is published)

	school and help with transport if required.				<b>(£110 – 2x AGAT days)</b>
<b>A B G</b>	Pupils eligible for PP are discussed at weekly staff meetings. Pupil progress updates!	This approach supports the school's ethos and values of inclusion and equality. This approach highlights the school's commitment to vulnerable learners and demonstrates to all staff the importance with which the SLT view this group of pupils.	On the agenda at weekly Staff Meetings. Minutes taken of discussions and posted on SharePoint.	Headteacher (KB)	Weekly
<b>F</b>	Parents of pupils eligible for PP, with low attendance receive weekly texts to recognise good attendance. Follow-up phone calls as necessary.	This approach has worked with pupils with low attendance in the past. Attainment for pupils cannot improve if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	SLT monitor attendance registers on a weekly basis. Parents immediately contacted if attendance falls below 92%.	Headteacher (KB)	Weekly
<b>Total budgeted cost</b>					<b>£5410.00</b>

<b>Review of expenditure</b>	<b>2015/2016</b>
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\*\*50% of the Forever 6 pupils in Year 6 also had significant SEND. This means that caution must be used when interpreting the Pupil Premium data. Excellent social, emotional and developmental progress was made by the pupils with SEND enabling them to make a smooth transition into mainstream secondary schools.\*\*

<b>Previous Academic Year</b>	2015-2016
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<b>i. Quality of teaching for all</b>
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Desired outcome	Chosen action/approach	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
Teacher 'plugged' identified gaps in learning and misconceptions for individual children to allow them to increase rates of progress.	Small group work with an experienced teacher focussed on overcoming gaps in learning	Children receiving pupil premium (FSM6 allocation) and who do not have significant special needs or disability generally make good progress in English (+5). PP Children make less progress in maths making an average of -2.48.	This was most effective when the focus area was determined by the class teacher and pupils themselves based on their observations of the pupil and self-assessment. We will continue next year.	£0
Raised expectations for all pupils	Adopt whole-school approach to learning objectives and success criteria (WHAT/WHY/HOW; moon/sun/stars)	Raised expectations so that lessons meets the required expectations of the 2014 National Curriculum. Consistent approach across the school.	Improved consistency has led to pupils settling quicker into their new classes and a better understanding by pupils of what is required of them in any lesson.	£0 (funding for this training from WISP)

<b>ii. Targeted support</b>
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Desired outcome	Chosen action/approach	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>Teachers 'plugged' identified gaps in learning and misconceptions for individual children to allow them to increase rates of progress</p>	<p>'Booster' sessions for Year 6 Maths before school (2 teachers)</p> <p><i>(Pupil Premium funding used to purchase support materials)</i></p>	<p>Children receiving pupil premium (FSM6 allocation) and who do not have significant special needs or disability all attained a scaled score of 95-98 in the KS2 SATs. Teacher assessment shows good progress with 100% attaining at the expected standard. Some of these PP pupils started below expected levels at the beginning of KS2.</p> <p>All PP pupils approached the papers with confidence and were resilient during KS2 SATs week.</p> <p>Quotes from PP children:  <i>'Helped me with my confidence – I'm more confident now'</i>  <i>'I liked that there were two people so there were smaller groups'</i></p>	<p>This was most effective when the focus area was determined by the class teacher and pupils based on their observations of the pupil. We will continue next year but change the groupings to single-sex groups. Due to staffing, this will continue with 1 teacher.</p>	<p><b>£50 (materials)</b></p>
<p>Teachers 'plugged' identified gaps in learning and misconceptions for individual children to allow them to increase rates of progress</p>	<p>'Booster' sessions for Year 6 English before school (1 teacher)</p> <p><i>(Pupil Premium funding used to purchase support materials)</i></p>	<p>Children receiving pupil premium (FSM6 allocation) and who do not have significant special needs or disability generally make good progress in English (+5). All PP children attained the expected standard in writing. All PP children attained a scale score of 97-100 in GPVS test. All PP children attained a scale score of 93-96 in the reading test. Teacher assessment shows good progress with 100% attaining at the expected standard in reading. Generally, these pupils started below expected levels at the beginning of KS2.</p> <p>All PP children approached the papers with confidence and were resilient during KS2 SATs week.</p> <p>Quotes from PP children:  <i>'I liked learning it in Boosters and going over it in class'</i>  <i>'If you didn't know something you could learn about it'</i></p>	<p>This was most effective when the focus area was determined by the class teacher and pupils based on their observations of the pupil. We will continue next year but change the groupings to single-sex groups.</p>	<p><b>£50 (materials)</b></p>
<p>Children approached SATs with confidence and understanding of test techniques.</p>	<p>1-1 support with an experienced teacher for 'booster' sessions leading up to KS2 SATs to ensure year 6 pupils are resilient and well-prepared for end-of-key-stage assessments</p>	<p>All PP children approached the papers with confidence and were resilient during KS2 SATs week.</p> <p><i>Quotes from the PP children:</i>  <i>'Mrs Aylett went through papers with us. Helped me with my confidence – I'm more confident now'</i></p>	<p>This was most effective when the focus area was determined by the class teacher and pupils based on their observations of the pupil. We will continue next.</p>	<p><b>£4130</b></p>

Increased rates of progress in maths	'Rapid Maths' intervention programme	Where Rapid Maths was targeted for pupil premium in KS2 all PP pupils made expected progress. PP Pupils in KS1 made rapid progress.	This intervention was most effective in KS1 and will continue next year. The intervention will be adapted for KS2 so that is better meets the needs of the new National Curriculum. We will continue this next year	<b>£7238 (resources and training) £2000 (TA time)</b>
Increased rates of progress in reading & writing	Intervention programmes: * 'Sound Discovery' * 'Toe-by-Toe' * 'AcceleRead AcceleWrite'	Where these English based interventions were targeted in KS2 all PP pupils in Yr 4, 5 and 6 made rapid progress in reading. Pupils made rapid progress in writing in Yr 6 and expected progress in Yrs 4 & 5. All PP children in Yr 6 attained a scale score of 97-100 in GPVS test.	These interventions worked especially well for children without significant SEND and improved children's motivation. We will continue next year.	<b>£5437</b>
Increased rates of progress in speaking and understanding	Speech & language sessions (TA implementing speech & language programme provided by a Speech Therapist)	All PP pupils moved rapidly through their speech and language targets, some being discharged by the S & L team.	This was most effective when the focus area was determined by Speech and Language therapist with the class based on their observations of the pupil. We will continue next year.	<b>£3800</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
EYFS children adapted to the school environment and developed independent skills in the classroom.	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development	PP pupils make good progress in EYFS. Attainment is above the average. There is no significant difference between groups of children. PSED is above the national average.	Outcomes at the end of EYFS continue to improve. We will continue this next year.	<b>£7000</b>
KS1 developed good basic skills in phonics, English and maths as well as independent skills in the classroom.	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development	PP pupils make good progress in KS1.	Good levels of well-being and good ratio of adults to pupils for phonic sessions. Continue if funding allows.	<b>£7000</b>
PP pupils in KS2 at risk of exclusion to remain in school and have successful transition to secondary school.	Nurture provision	PP pupils at risk of exclusion: 0 exclusions. PP pupils gradually spent more time with peers in Y6 class. Y6 pupils had a successful transition to mainstream secondary school.	Very effective approach for children with attachment difficulties. Continue if funding allows.	<b>£6840</b>

All children to felt included and excited about their learning and being with their friends.	Funding for trips, including residential trips, so all children are able to access unique learning opportunities.	All PP children receiving pupil premium were included in trips, such as Hooke Court residential, Salisbury Playhouse 'Beginners Please' project and various class trips throughout the year.	Monitoring by Governors indicates a strong sense of belonging and good levels of motivation for vulnerable pupils. We will continue this next year and also measure outcomes e.g. confidence, motivation, self-esteem more carefully. Next year, we will fund AGAT courses.	<b>£1000</b>
All children to have access to appropriate resources and a space to complete their home-learning	Providing opportunities for children unable to complete home-learning at home with a space in school	An increase in PP children receiving certificates for completed home-learning.	Monitoring by SLT show this approach has impacted positively on the pupil's quality of home-learning. Home-Learning Policy to be reviewed in the next academic year. We will ensure that we consider pupils eligible for pupil premium in this process.	<b>£0</b>
Improve skills of parents to support their children with good attendance, home-learning and motivation. Ensure smooth transition into secondary school for Y6 pupils	Parent Support Advisor to contact parents and offer support for the outcomes.	Good support for a small number of parents.	Funds covered 1 day a week for PSA support. This was not enough to have any major impact. Evaluated not to be good value for money. Therefore PSA contract not renewed.	<b>£5560</b>

## 6. Additional detail

This strategy document can be found online at: [www.stratford-sub-castle.wilts.sch.uk](http://www.stratford-sub-castle.wilts.sch.uk)