

Pupil Premium Strategy statement – STANDLAKE CE PRIMARY SCHOOL



1. Summary information					
School	Standlake CE Primary School				
Academic Year	2016/17	Total PP budget	£23,320	Date of most recent PP Review	Jul 16
Total number of pupils	117	Number of pupils eligible for PP	16	Date for next PP Strategy Review	Jan 17

2. Current attainment		
End of KS2 2016 (3 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving the national standard or above in reading, writing & maths	66 %	50%
Progress in reading	66%	50%
Progress in writing	66%	37.5%
Progress in maths	33%	50%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in previous learning is having an impact on pupils ability to make accelerated progress
B.	Social, Emotional and Mental Health (SEMH) issues for a few individual children across Reception, Year 4 and Year 5 is having an effect on their ability to consistently access the curriculum successfully
C.	Access to extended curriculum opportunities such as clubs and extra- curricular activities which would help raise self-esteem and improve attitude to learning in the classroom
D.	A consistency in 'good' quality classroom teaching and additional provision across the school so that More Able pupils make at least good progress from KS1 to KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for a couple of children (PPG pupils 93.3% school 96.1%)

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Gaps in children's learning is addressed by good assessment for learning systems, including Target Tracker with children making accelerated progress and reducing the different with peers and reaching Age Related Expectations	Gaps in learning identified Interventions fill the gaps Children make accelerated progress (more than 6 STEPs)
B.	SEMH issues addressed for a few individual pupils resulting in fewer issues within school and children reaching Age Related expectations and above and making progress in line with other pupils in schools and Nationally.	Pupils scores improve on the Pupil Profile SEMH issues addressed All adults aware of these children to give support when necessary Social groups set up to support SEMH

C.	Children have equal opportunities to their peers to access extended curricular opportunities resulting in higher self-esteem and improved motivation and attitude to learning in the classroom. Children reaching Age Related Expectations and above and making progress in line with other pupils in schools and Nationally.	Children attended extra-curricular activities Pupil Profile Scores improve
D.	Consistently 'Good or better teaching' in the classroom and additional provision across the school that ensures children make 'good or better' progress from KS1 to KS2, achieve Age Related Expectations so are in line with other schools and Nationally.	All teaching is 'good' Provision that is 'additional to and different from' is in place for children Children make at least '0' progress from KS1 to KS2
E.	Attendance of for children is improved and in line with 'other' pupils nationally; at least 96%	Identified pupils attendance improves Identified pupils attendance reaches at least 96%

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?
All teaching is judged as 'Good' so that all pupils make better than expected progress (6+ STEPS) and reduce the difference in attainment with their peers	Quality First Teaching Training: - Big Write (£800) - Maths Mastery (£91) - Progression in Grammar and Punctuation (£147)	<i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. Sutton Education Trust (2011)</i> - The Big Write approach will help teachers teach ways to 'up-level' children's written work - Introduction to 'Maths Mastery' will help teachers with ideas for supporting children consolidate their learning - Progression in Grammar and Punctuation will help teachers support pupils more effectively with the fundamentals of reading and writing	Head/Deputy/English/Maths Co-ordinators to following the monitoring cycle outlined in the School Development Plan	All teachers Deputy/ Head	Deputy and PP Governor three times a year (Dec, March and June)

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>Guided Group support for all pupil groups from the teacher and teaching assistant to reinforce Quality First Teaching <i>so that all pupils make better than expected progress (6+ STEPs) and reduce the difference in attainment with their peers</i></p>	<p>Teaching Assistant support in classrooms to enable teachers to regularly work with all pupils, including PPG/Less Able</p> <p>£10 per hour (per TA) £30 per morning (per TA) £60perday (2 TA's in KS2) £300 per week (2 TA's)</p>	<p><i>Recommendations 1-4 on the use of teaching assistants in everyday classroom from Making Best use of Teaching Assistants Guidance Report Education Endowment Foundation 2016</i></p> <ul style="list-style-type: none"> - Use TAs to add value to what teachers do, not replace them - Use TAs to help pupils develop independent learning skills and manage their own learning - Ensure TAs are fully prepared for their role in the classroom 	<p>Head/Deputy to look for use of TA's in lesson observations/Learning Walks and to monitor planning/books that records use of TA's</p>	<p>Head/Deputy</p>	<p>Deputy and PP Governor three times a year (Dec, March and June)</p>
Total budgeted cost					£13,938

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?
<p>'Fresh Start' Read, Write Inc intervention in place so that gaps in children's learning are addressed, they begin to make more than expected progress (6+ STEPS) and reduce the difference in attainment with their peers</p> <p>New maths intervention to be identified for Spring Term</p>	<p>Purchase 'Fresh Start' materials (£500)</p> <p>Employ a teaching assistant to deliver the intervention daily (£3600)</p> <p>To be confirmed (Cost: £???)</p>	<p><i>Recommendations 5&6 on the use of teaching assistants in delivering structured interventions out of class from Making Best use of Teaching Assistants Guidance Report Education Endowment Foundation 2016</i></p> <ul style="list-style-type: none"> - Use TAs to deliver high quality one-to-one and small group support using structured intervention - Adopt evidence based interventions to support TAs in their small group and one-to-one instruction <p><i>'Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school'</i></p> <p><i>'The impact evaluation also suggests positive progress results for FSM eligible pupils, and for all pupil sub-groups regardless of age, sex, first language, ethnicity, or special education need'</i> from Fresh Start Evaluation Report (EEF, Feb 2015).</p>	<p>Observation by Deputy of the intervention to ensure there is 'good' quality teaching.</p> <p>Assess the children at certain points of the intervention to ensure it is tailored to the child's needs and progress is being made.</p> <p>Timetabled Progress Meetings to track the progress and attainment of PPG pupils</p>	<p>Deputy & Teaching Assistant</p>	<p>October 2016 November 2016 December 2016</p>
Total budgeted cost					£4,100

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?
Increased attendance of the few PPG pupils who are below 96.1% <i>so that they are in school more regularly, access quality first teaching and begin to make more than expected progress (6+ STEPS) and reduce the difference in attainment with their peers</i>	Termly monitoring of attendance using Target Tracker data system Attendance meetings with parents if attendance is low Incentives (awards) for children to be in school (£300) One day of Education Welfare Officer if required (£250)	If attendance is improved the pupils will have more access to quality first teaching, improve progress and attainment.	Head, Deputy and class teachers will collaborate with parents to ensure we work together with families to ensure attendance is improved to at least national.	Deputy head Head Teacher	Monitoring will take place every 'short term'
To improve the Social, Emotional and Mental Health needs of a few PPG pupils <i>so that they are more able to access the curriculum make more than expected progress (6+ STEPS) and reduce the difference in attainment with their peers</i>	One-to-one or group support for key individuals, led by a Teaching Assistant, once a week to raise self-esteem and promote 'behaviours for learning' (£300)	<i>On average, Social and Emotional Learning (SEL) and positive behaviour interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)... interventions appear to benefit disadvantaged or low-attaining pupils more than other pupils, From the teaching and Learning Toolkit (Education Endowment Foundation)</i>	Pupil Profile Assessments measuring Social, Emotional, Learning and Conduct behaviours carried out 3x a year to monitor progress. Timetabled/dedicated times for identified pupils with intervention Deputy observation of interventions	Deputy	February 2017 July 2017

<p>PPG pupils to have equal opportunities to access extended curriculum opportunities <i>so that their self-esteem is raised, they have an improved attitude to learning and make more than expected progress (6+ STEPS) and reduce the difference in attainment with their peers</i></p>	<p>Parents supported with the cost of activities including residential trips, after school clubs, and other extra-curricular activities (£1000)</p>	<p>Outdoor adventure learning adds 3 + months (Sutton Trust) whilst sporting activities adds 2+. The rationale also is to support those children's self-esteem.</p>	<p>Monitor 'take-up' of activities and ensure all families are aware of this facility.</p>	<p>Deputy</p>	<p>Deputy and PP Governor three times a year (Dec, March and June)</p>
Total budgeted cost					£1,850

6. Review of expenditure				
Previous Academic Year		2015 – 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
Additional key skills intervention and guided group support by TA	Interventions for the lower ability and extension work for the more able.	On average, across the school, PPG pupils made better progress in Reading and Maths and were in line with peers in writing. However, very few of the PPG pupils achieved ARE by the end of the year.	Although this produced good impact on pupil's progress we need to make even better use of Target Tracker to identify gaps in learning and identify other specific 'barriers to learning' to ensure we have more children reaching ARE.	£13,420
i. Targeted				
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
Pupil premium pupils have access to all activities.	Payment for clubs/ trips	This was high impact especially in regards to raising Self Esteem and SMHC. This was evidence through pupil discussions and conversations.	Not all PPG pupils took up the offer of this. Next year ensure that more parents are made aware. We also need to make better use of our Pupil Profiles as a way of measuring the social, emotional, conduct and learning outcomes	£1,580
ii. Other				
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
n/a	n/a	n/a	n/a	n/a
7. Additional detail				
In this section you can annex or refer to additional information which you have used to support the sections above. See below...				

OUR GENERAL PPG PRINCIPLES

- **To narrow the 'attainment' gap between PPG pupils and their peers**
- **To provide extra-curricular experiences to develop confidence and self esteem**
- Ensure that class and subject teachers know which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress.
- We identify the 'barriers' to learning and address them accordingly. This may require learning, emotional, social, behavior and family support.
- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure all children are included in whole class teaching of English and Math's lesson
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed.
- Use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
- Have a clear and robust appraisal and pupil progress monitoring system for all staff, and include discussions about pupils eligible for Pupil Premium in these meetings.

Initiative	Outline		Expenditure
Key Skills Intervention	Time:	9.00-9.30. Daily.	<p>£1250</p> <p>£25 per day £125 per week £1250for 10 weeks</p>
	Delivered by:	Teaching Assistants	
	Description:	Target Tracker assessment system is used to identify 'gaps' in learning. Short & focused reading, writing and math's teaching to 'fill the gaps'.	
	Impact Measures:	Spelling & Reading Age Assessments Target Tracker STEP's Progress Teacher judgment of Age Related Expectations	
Guided Group Support	Time:	9.30-10.30 & 11.00-12.00. Daily	<p>£12,170</p> <p>£100 per day x 2 £500 per week x 2 £7500for 15 weeks x2</p>
	Delivered by:	2 x Teaching Assistants	
	Description:	Supporting the teachers in delivering differentiated learning tasks during English and Maths lessons. Also encouraging the application of Key Skills work.	
	Impact Measures:	Spelling & Reading Age Assessments Target Tracker STEP's Progress Teacher judgment of Age Related Expectations	
Craft & Social Club	Time:	12.30-1.00 Monday and Thursday	<p>£700</p> <p>Craft Resources</p>
	Delivered by:	Volunteer	
	Description:	Craft and chat for children who need to develop confidence, self-esteem and social communication skills	
	Impact Measures:	Self-image profile Pupil Profile Scores (social, emotional, learning, conduct and sensory areas for development)	
Music Lessons	Time:	2.30-3.00. Tuesday and Thursday	<p>£240</p> <p>£55 per term £120 for Aut & Spr £240 for 2 pupils</p>
	Delivered by:	Oxfordshire Music Service	
	Description:	Financial support for families to enable children to learn to play musical instruments (cello and guitar). This will help with confidence, concentration and self-esteem	
	Impact Measures:	Self-image profile Pupil Profile Scores (social, emotional, learning, conduct and sensory areas for development)	
After School Clubs	Time:	3.30-4.15. Monday, Tuesday and Wednesday	<p>£640</p> <p>£4 per hour £32 per week £32 for 8 pupils £640 for 20 weeks</p>
	Delivered by:	Sports Coaches	
	Description:	Financial support for families to enable children to attend after school clubs with professional coaches. This will help with confidence, concentration and self-esteem, healthy life-styles and social skills	
	Impact Measures:	Self-image profile Pupil Profile Scores (social, emotional, learning, conduct and sensory areas for development)	
Total expenditure			£15,000

Progress impact of the Pupil Premium Grant 2015-16:

Year	Reading		Writing		Maths	
	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG
1 (20)	6.1 (18)	7.0 (2)	5.3 (18)	6.0 (2)	5.4 (18)	5.5 (2)
2 (25)	5.1 (23)	3.0 (2)	5.7 (23)	4.0 (2)	5.7 (23)	5.5 (2)
3 (15)	5.2 (11)	5.0 (4)	5.2 (11)	4.8 (4)	5.6 (11)	6.0 (4)
4 (17)	5.1 (14)	8.7 (3)	8.7 (14)	5.1 (3)	5.7 (14)	6.7 (3)
5 (16)	6.3 (16)	-	6.7 (16)	-	6.4 (16)	-
6 (11)	4.7 (8)	7.0 (3)	5.0 (8)	7.7 (3)	5.6 (8)	5.0 (3)

Early Years PPG Funding (2 pupils)					
Progress					
Reading		Writing		Maths	
Non-PPG	PPG	Non-PPG	PPG	Non-PPG	PPG
7.4	9.5	7.7	9.0	8.5	10.5
Attainment					
		Non-PPG	PPG		
Good Level of Development		75%	100%		

- 0.0 indicates the average number of STEPs a pupil has made this year. **Expected progress** is 5-6 STEPs. **Better than expected progress** is 7+ STEPs
- (0) indicates the number of pupils

Attainment impact of the Pupil Premium Grant 2015-16:

Year	Reading				Writing				Maths			
	Non-PPG		PPG		Non-PPG		PPG		Non-PPG		PPG	
	Below	Within+	Below	Within+	Below	Within+	Below	Within+	Below	Within+	Below	Within+
1 (20)	5.6% (1)	94.4% (17)	0%	100% (2)	5.6% (1)	94.4% (17)	50% (1)	50% (1)	5.6% (1)	94.4% (17)	50% (1)	50% (1)
2 (25)	17.4% (4)	82.6% (19)	100% (2)	0%	21.7% (5)	78.3% (18)	100% (2)	0%	26.1% (6)	73.9% (17)	50% (1)	50% (1)
3 (15)	27.3% (3)	72.7% (8)	75% (3)	25% (1)	36.4% (4)	63.6% (7)	100% (4)	0%	36.4% (4)	63.6% (7)	75% (3)	25% (1)
4 (17)	28.6% (4)	71.4% (10)	0%	100% (3)	28.6% (4)	71.4% (10)	33.3% (1)	66.7% (2)	28.6% (4)	71.4% (10)	100% (3)	0%
5 (16)	43.8% (7)	56.3% (9)	0%	0%	62.5% (10)	37.5% (6)	0%	0%	50% (8)	50% (8)	0%	0%
6 (11)	50% (4)	50% (4)	33.3% (1)	66.7% (2)	37.5% (3)	62.5% (5)	33.3% (1)	66.7% (2)	25% (2)	75% (6)	66.7% (2)	33.3% (1)

- 0% indicates percentage of pupils that are Below or Within+ age related expectations (0) indicates the number of pup

